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ABSTRACT

Summaries of talks from this 3-day conference emphasize the potential of all students from any background to succeed in their education. One keynote speaker urges restructuring of educators' beliefs that many children cannot achieve at the level of a high school graduate. Speakers describe successful programs to encourage female school administrators, recruit minority teachers, and encourage local students to return as teachers to their hometown schools. Two administrators discuss site-based school management and participatory decision making. Other speakers describe public relations programs that foster two-way communications between citizens and schools, one including a computerized telephone message system. Cooperative learning systems that reward all students for their peers' success spread learning throughout a classroom. Other programs described include: (1) training physically handicapped students for physical fitness; (2) using modem communication for international collaborative writing; (3) integrating curricula; (4) establishing early childhood education; (5) training lead teachers, and (6) realigning math education. Speakers discuss school-based child care, parent education, parent involvement, family literacy, impaired school districts, school-based enterprise, dropout prevention, and writing programs for kids at risk. (DHP)

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SHARING EDUCATIONAL SUCCESS

ALL KIDS CAN BE WINNERS

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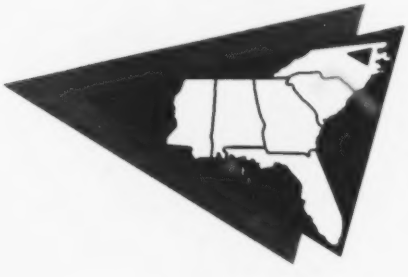


Report on the December 1989 Regional Conference Sponsored by the Southeastern Educational Improvement Laboratory

Bob Cole is a writer, researcher, and former editor of *Phi Delta Kappan* magazine. With grants from several foundations and the Mid-continent Regional Educational Laboratory, Cole has been visiting small schools in tiny towns as a prelude to a book titled *Schooling in the Lost Land: Wandering Through Rural America*. His insights about the special problems and opportunities that exist for students in small, rural schools—offered to a well-attended conference session—are sprinkled throughout this proceedings report. His insights and observations offer a valuable perspective.

In small-town America, the roads outside town bear the names of people whose families you know. The houses in town are still referred to by the names of the families who built them. And the school secretary knows everyone in town on a first-name basis. Maybe half the school districts in the United States might be classified as small-town and rural districts.

—Bob Cole

All Kids Can Indeed Be Winners

Two educators and a lawyer-politician used a platform created by the Southeastern Educational Improvement Laboratory to pump new energy and creative thinking into education programs in the region.

The occasion: a three-day conference called "Sharing Educational Success: All Kids Can Be Winners." Held in early December 1989 in Atlanta, the gathering was the second annual regional conference sponsored by the Laboratory.

The event was "point-counterpoint." The three keynote speakers asked regional educators to strip away the barriers that stand in the way of educational success for *all* students. Over the next three days, about a hundred of their colleagues responded. In overflow sessions, they described what they're doing back home to design and manage programs for kids that open doors to learning. They work in schools and districts throughout the region.

With passion and energy, they described success for *all* students in many different configurations. There were, for example, reports on strong early childhood education programs, dropout prevention plans, integrated learning, school-based enterprises, age-appropriate learning, writing programs for at risk students, team learning, and a good many more. Their audience of over a hundred included teachers, school principals and other administrators, local and state school board members, state education agency staff, and a sprinkling of policy and legislative workers.

Asa G. Hilliard, III, the first keynoter, has taken many education pathways, developing rich insights and keen perspectives along the way. They have taken him to Watts and Bedford-Stuyvesant, Chicago and Detroit, Liberia and Atlanta. He's been a dean of a college of education in California and a professor of psychology and history in Georgia. He is introduced as the Fuller Callaway Professor of Urban Education, Georgia State University. His message is simple and eloquent: By birthright, all children are geniuses. We need to recognize that fact. We need to change dramatically the structures that get in the way of their normal, brilliant development.

On the second day, William F. Winter talks about his childhood in North Mississippi. Per capita income, he remembers, was less than half that of the rest of the country. "We were graduating one in five white students and one in fifty blacks from high school." Winter went on to become governor of the state. He has a lot to say about the relationship of education and economic growth and development.

As the conference begins its final day, Dudley Flood is frank to admit that he uses his gift for humor and oratory to get people's attention, so that they will listen to his messages of caring, support, and nurturing of *all* students. He works as an ombudsman for the North Carolina Department of Public Instruction and is an emissary for public education throughout the region and often far beyond. Like an artist, he moves from poignancy to hilarity in a sentence or two. He receives rapt attention.

The three speakers develop themes that create a context for the event. From slightly different viewpoints, they describe the awesome power of personal and institutional beliefs. Finally, one major theme takes shape.

A teacher, for example, may say, "I never thought my students could do that. . .," unwittingly expressing a deeply held belief. Holding such limiting views may sharply curb opportunities for students to learn and grow, the speakers point out. If you don't think students can learn, you won't give them opportunities to try, the speakers say, each in his own way. It's that simple.

A second theme emerges as the speakers talk about kids and success. There is the evidence of wondrous success in many different places, often next door to abject failure. Third-graders in Watts learning algebra from handed-down high school textbooks. Four-year-olds in Africa fluent in two or three tribal dialects plus English and maybe a smattering of French and German. Obviously, some people know what it takes to create powerful learning environments for children, the speakers say.

This is far more than rhetoric. Through their own experiences and collective wisdom, the three speakers forge a dozen specific strategies that underlie success for students and schools. Strategies for winning. It becomes a third major theme for the conferees. Presenters make rich contributions to these ideas as the sessions continue.

"All Kids Can Be Winners." The speakers agree that it is a wonderful title for an education conference. *All* kids can win—in the classroom and in life. It is an idea that becomes much like a drumbeat as the conference moves toward closure. When children win in school, everyone wins. Teachers win. So do principals and administrators, parents and school boards, employers and society at large. The consequences of kids' winning in school—and the high price of losing—become the final strand developed by speakers and presenters.

Charles J. Law, Jr.
executive director

Our Beliefs Shape the System

Expectations and beliefs are words and ideas used almost interchangeably. The differences are slight, but important. Asa Hilliard made it clear that, as a nation, our *expectations* for students are unacceptably low because, as a society, we *believe* students cannot perform at higher levels of achievement.

He has an opposite, and strong, point of view. "*All* children can be winners," says Hilliard. But what does it mean to be a winner? His definition was specific. "When I say 'winner,' I believe the minimum we should expect (I'm not going to state the maximum) for 98 percent of the children in America is this:

"They will pass high school with a diploma where they have achieved equivalent to a college-preparatory [diploma] as we now have constructed it. That means calculus by 12th grade. That means being able to write a term paper you have researched, organized, presented, defended, with appropriate references. That means a course in science equivalent to general chemistry. That means fluency in a foreign language by the 12th grade.

"So I'm sharing what I believe about the basic capabilities of our children. They all have the hardware to do whatever needs to be done. The problem is whether we will help them develop the software. It makes a difference whether you think you've got a hardware problem or a software problem.

"It's really important we agree on that at the outset," said Hilliard. "Disagreement over the fundamental question of the capability of students to learn causes us to move in different directions. If we really believe children don't have the capability of doing what I just said, we may decide not to offer foreign language to a large segment of the population because we feel they can't [learn] it."

Dudley Flood spoke to the same point. "I was in an Advanced French class two weeks ago," he said. "It was being taught by a teacher who should have been on national television, she was just that good. Those eleven children were sitting there ingesting that lesson. And I said to her afterwards, 'Ma'am, that was a magnificent lesson. Why do you have so few children in this class?' And she said, 'Well, you know, they can't all learn French.'

"I said, 'Excuse me?' She said, 'We don't always feel our children can learn French.' And I said, 'You're telling me you have some children in this school who can't learn French?' She said, 'Of course.' I said, 'Well, I'm glad they weren't born in France!'"

It is easy to come up with a few pat phrases, a couple of humorous stories to comment on the power of personal and institutional beliefs, and then move on to other things. Hilliard took the matter to a deeper level.

Beliefs define who we are, individually and as a society, he pointed out. For all people, at all times, it is *essential to consider our beliefs true.* A set of "true" beliefs offers us a predictable way to make sense of the world around us, no matter how cockeyed those beliefs may be (compared to someone else's, that is). The point is that people and institutions have a huge investment in proving, to themselves and others, that their current view of reality is "true."

Asa Hilliard, III: Our children are inherently brilliant.

If teachers and schools believe their students are mediocre, they will design systems and adopt attitudes that will "prove" their belief every day. If teachers and schools believe their students have great capacity to learn, they'll set their expectations high and put systems in place to permit and encourage superior levels of achievement.

Public education is caught up in the idea of restructuring, said Hilliard. Most often that means decentralization of management. "When I think about restructuring," he said, "I'm thinking about something much more complicated and fundamental. What is a structure? A building is a structure. Beliefs are also structures. If we believe that children are incapable, then we organize to serve them in their incapacity. If children are capable, then what we need is a belief restruc-

turing. Most "restructuring" is not aimed at that target, because beliefs have not been articulated as a structure. To me, that is the most fundamental structure that we have to wrestle with right now.

"We have inherited a belief about the educability of children—not just minority children—that makes us satisfied, as a nation, with less than excellence as our goal. And, in fact, we are achieving the goal we have set. When we compare ourselves to other industrialized nations, we cannot hold our heads high at this moment. We have all the capacity to do the best job in the world. But we don't. And it has to do with beliefs. Those beliefs are manifest in the structures that we built. I'm going to tell you the ones that we need to change.

- "Capacity is an important question in education. It is not.
- "Poverty is an important question in education. It is not.
- "Nutrition is an important question in education. It is not. Of course, we want to feed every child. But that is a human question, not an education matter.

"Educators can overcome each of these erroneous beliefs. That's what I have learned from the success models."

There are other beliefs standing in the way of success for children. "Our beliefs about capacity are manifest in the validity and role of testing in our schools," Hilliard said. "That's another of the structures we're going to have to change. We have to ask the question, 'How does testing serve us in solving the problems we face?' Right now, the structure calls for us to use testing as an accountability measure--as a way to find out whom to penalize. Tests are not designed to find out what's holding us back.

"We need to organize our schools differently—to use testing for problem solving, rather than for accountability. I know we have to have some testing for accountability. I'm not opposing that. What I'm worried about is what we're *not* doing with assessment, which is learning to structure our learning environment so that we use it for problem solving."

Beliefs are at work in every classroom in America every day, relentlessly seeking to prove themselves correct. The keynote speakers certainly agreed on that point. "If I have decided that little Charlie cannot learn and little Craig can, I teach them accordingly," said Dudley Flood. "When I come to little Charlie and little Craig, I differentiate. I say to little dumb Charlie, 'What's two times two? Help him, Craig.' But when I come to little Craig—who I know is bright—I say, 'Craig, I want you to think about this. Take your time. I want you to tell me what is the square root of 16. Now wait, Craig, don't rush. Now, I had your sister last year, and she just ate this up. And I know your family, and I know you can do this, I'll come back to you.'

"That's going on wherever you come from," Flood said to his audience of educators. "If you don't believe me, just go into the classroom and watch. Any teacher there will teach according to his or her predispositions about the children. If they believe children cannot learn, they will teach them accordingly. Now, I am persuaded that every child deserves the opportunity to succeed, and that we already know what it takes to succeed in America. It takes no less for the least of us than for the best of us."

We have a belief about the educability of children that makes us satisfied with less than excellence as our goal.

One reason that educators were on hand at the SEIL conference to report on the success of their programs was because they had found ways to alter beliefs held about their schools by students, parents, and communities. These included programs in Florida, South Carolina, and Georgia designed to bring more minorities into the classroom as teachers and to strengthen the corps of female school administrators in the Southeast. Other programs in Georgia and Florida offer different management styles for schools. In South Carolina, new beliefs are emerging about ways to attract and keep good teachers in rural schools. Two experts from the National School Public Relations Association, one based in North Carolina, the other in South Carolina, spoke about communications techniques as a potent way to shape opinion and influence beliefs about public education. Summaries of their comments are reported in the following section, as are summaries of five other conference sessions.

Minorities, Women as Administrators

The belief that all students have a right to equal educational opportunities has the power of a tidal wave. Over a 25-year span, it has revolutionized and transformed our public schools, creating new funding relationships, far greater openness and inclusiveness, and dramatically different patterns and practices for sharing power.

However, equality of opportunity seems to move like a glacier when it applies to key power positions in the public school administrative structure. Across the nation, 85 percent of the teachers are female, but only 2 percent of the school superintendents are women. Studies show that pathways to power positions are too often blocked for both women and minorities. In one state of the Southeast, typical of the region, there are 134 school superintendents. One of that number is a black female. Five others are white females, and four are black males. While the rhetoric about public school leadership says "equal opportunity," the operating belief is clearly quite different, and it has existed since the dawn of public education. If you want competent leadership, the belief goes, hire qualified white males.

Eighty-five percent of the teachers are female. Two percent of the school superintendents are women.

Christine Arab wears two professional hats in Florida. She is supervisor of management development for Duval County Schools' Personnel Services in Jacksonville. She is also a consultant to the State Department of Education. Arab described a program, aimed at minorities and women, launched in 1980.

Tommy Thompson, a professor in the Department of Education Policy and Administration, University of South Carolina, presented information about their Minority Administrators' Program.

SEIL works to raise awareness of the need to bring talented minorities and women into the administrative mainstream. It sponsored two studies that show that there are specific approaches that can help enhance the preparation of women and minority administrators. One study in 1989 reported on the Florida and South Carolina programs. The second study examined activities sponsored by the various LEAD (Leadership in Educational Administration Development) Centers, specifically focusing on minorities and women.

Arab's one-year internship program for women and minorities was designed in 1980 to counter a disturbing trend. "At that time," she said, "we noticed a problem with minorities and women as they moved through our selection system. They were being less successful than white males. This happened both at the central-office level and at the school level." In a district with 8,000 teachers and 500 administrators, developing and preserving talent is a priority.

Determined to salvage potential leaders who were falling through the cracks, the system funded three special internships each year. Each internship provides opportunities to participate actively in different divisions in the central administrative

Christine Arab describes an internship program for minorities that works.

structure. "Individuals became more competitive in the interview process," Arab said. "The main goal is to help individuals develop attitudes, capabilities, and qualities that are essential for management. We want to provide the in-service and experiences necessary for mastering a set of competencies."

The program has met with great success. An average of 18 applicants vie each year for the three internship slots. Simply winning one of the coveted slots marks a person as an educator with a future; it has become a badge of likely success. Support during the internship year, in the form of counseling, workshops, and creative supervision, is intensive. The result: over 85 percent of the interns have been placed and have successfully held management jobs in the system in the program's nine years.

Thompson summarized the five key features that make a notable difference in bringing women and minorities more fully into the administrative mainstream. They are:

- ***Mentoring*** is a support relationship as important to minorities and women as it is to white males. Experience shows that minorities

and women can benefit from mentoring from white males. Training of mentors is a key issue if this strategy is to realize its full potential.

- ***Varied experience*** for minorities and women needs to include course work and other opportunities that are shared with white males. Minorities and women also need opportunities to share insights, problems, and successs with others like themselves.
- ***Placement coordinators*** are important in such programs, and their roles should be formal and recognized. Providing financial or release-time incentives for placement coordinators is an important step in increasing the placement rate of well-trained minorities and women, the presenters agreed.
- ***Internship*** opportunities, similar to those described by Arab, are crucial for minorities and women who aspire to administrative positions. Through such opportunities, participants can show their skills to those who can hire them and can learn the "inside" perspective.
- ***Awareness programs*** are important, since school board members and superintendents frequently do not understand that those who are different from the people they usually hire may be as good or better for administrative positions. Short, informative workshops at school board association conferences can provide information about the potential contributions of minority and women administrators.

Needed: More Minority Teachers

One powerful belief is having an alarming effect on the supply and quality of minority teachers in the South. The belief is that the teaching profession no longer serves the career interests of bright young minority students.

A three-member panel addressed the issue at the Atlanta conference, expressing a few good ideas and a lot of frustration about their efforts to attract talented young minorities into the teaching profession. They participate in programs at the Southern Education Foundation (SEF), Albany State College, Georgia, and Bethune-Cookman College, Florida.

SEF sponsors programs to increase the supply and enhance the quality of minority teachers in the South. The Consortium on Teacher Supply and Quality, made up of six historically black institutions of higher education and three graduate schools of education, manages the programs.

Nate Jackson works with SEF, which was chartered in 1868. "We have a lot of experience, but little money," said Jackson. A principal source of support is a $25 million grant from BellSouth Foundation to support SEF programs. The National Governors' Association, working through SEF, is sponsoring a Southern Regional Task Force on the Supply of Minority Teachers. There are other initiatives as well. SEF is working with BellSouth affiliates to generate local business support for scholarships. Walter Judge, a SEIL board member, is working with SEF through a Hitachi grant to train minority principals.

A key problem identified by panelists is that traditionally black colleges are graduating a much lower percentage of black graduates, especially with degrees in education. In Florida, said Emma White-Rembert of Bethune-Cookman College, students must pass four tests to enter teaching. It is a daunting task, pushing many young blacks away from the profession.

Bethune-Cookman set up an after-school Teacher Cadet project with a junior high school to make teaching more attractive to minority students. The goal of the program was to provide a good, fairly in-depth idea of what it's like to be a high school science teacher. Program results were positive, but not conclusive. Attendance in school by program participants was up, but not dramatically.

Nate Jackson of SEF: 'We have a lot of experience, but little money.'

There will be annual follow-up contact with each participant in the program.

College coaches go to great lengths to recruit talented athletes. The staff at Albany State College is picking up on that notion by recruiting students into teaching. The college serves 20 poor, rural counties in southwest Georgia.

The staff is setting up future teacher clubs in the Albany area. Last year's three-week Summer Enrichment Program got high marks from 15 11th-grade and 13 12th-grade participants. It was a wooing process,

said Audrey Webb Beard of the college staff. One important goal was simply to create interest among the students in attending college. They spent time in a computer class and in the library and had brief but direct teaching experience with children in a Kiddee College.

Follow-up is a key component in this type of program. College staff will be in touch regularly with program participants, answering questions, offering encouragement, and holding open a door to a career in teaching for these young people.

Managing Schools

In some areas, beliefs are changing about the most effective ways to manage schools. Two administrators, one from Florida, the other from Georgia, talked about their experiences with site-based management and participatory decision making at the conference.

Glynn R. Archer, Jr., is assistant superintendent of the Monroe County Schools, Key West, Florida. This system altered its management style way back in 1972, he reported.

"There was a lot of research coming out at that time saying that the school is the largest unit where you can bring about effective change, that the principal is the key change agent, and that people are more committed to making a decision work when they have a part in shaping it," Archer said. Key people, such as the superintendent and county school board members, thought the research made a lot of sense. Change was in the wind.

"We started with an intensive year of training for principals," Archer reported. "We made sure each had an assistant principal that year because of the time involved in the training."

From this work a program emerged that is still in effect. It has six major components:

- Schools have control over money allocated to them. A new, equitable system for dividing resources is in place. This school-based budgeting system includes personnel. It is the school, not the central office, that determines the number and type of teachers it needs and wants. Funds go to the school based on the number of students it serves.
- Every school has a functioning planning team that includes mostly teachers, plus other support staff and administrators. They interact regularly with a lay group of advisers and together plan the budget and make school policy decisions.
- Principals keep ultimate responsibility for the school's performance, but they must endorse team processes.
- Key people are paid accordingly. For the first time, when the program became fully operational, school principals drew paychecks larger than sums paid to some central office administrators. They still do.
- Under the plan, central office staff serve as coordinators for and supporters of the individual schools.
- Each school benefits from regular contact with lay advisers, including parents and community members.

Archer and his colleagues in Key West believe their style of management pays dividends for students. The district is one of the strongest in the state on the basic skills test, and SAT scores are slowly but steadily on the

I asked every teacher I talked to the same question: 'If you can have one wish to make your life better as a teacher, what would you wish for?' The answer was not money. What teachers want is time. More time to spend with individual students, smaller classes, fewer preps.

—Bob Cole

rise. More students are going on to top-notch colleges and universities.

Moreover, enjoying the chance to be more involved in decision making, the community supports the plan. The superintendent who began it all has been elected for four consecutive terms and only once faced opposition. The strength of the plan was clear when it was endorsed by the teachers' union in its employment contract.

There's a plaque on one principal's desk that summarizes this approach to power sharing. It reads, "Some of us are smarter than the rest of us; but none of us is smarter than all of us."

The approach is somewhat different at Oglethorpe County High School in Lexington, Georgia, reports Principal Aubrey Finch. In effect, a seven-member executive council now fills his traditional role. He is one of those seven. Each member of the council works with a group of three to five teachers. The liaison groups identify interests, concerns, and problems. Task groups address the issues.

"The executive council is a decision-making group, not an initiating group," Finch pointed out. "It gathers information and ideas from the faculty through the liaison groups. The council acts only on issues raised by the liaison and task groups. It sets priorities for school-wide improvement and organizes special task groups."

Glynn Archer describes a different school management style.

Sound cumbersome? Sharing power is a lot more complex than, say, an autocratic form of management. But it has many advantages that, at least in this Georgia school, make it worth the effort. "The process," says Finch, "reduces the 'us' versus 'them' attitude. It clearly contributes to good morale. It helps establish a sense of professionalism among the faculty."

Further, he says, people work harder on goals they share. And the chief administrator gains most of all. "He or she is using the combined brainpower of the entire staff to identify problems and create solutions. Problem solving is active, rather than reactive."

The process, says Finch, has made a profound difference in this small, rural high school. "We are discovering that we are as smart in Oglethorpe County as folks are in Atlanta, New York, or California. People are now looking at us."

He's not kidding. The Metropolitan Life Foundation tapped Oglethorpe as one of six sites in the country doing superior, innovative work in education. The others: Norfolk State University; Queens College, New York; University of North Carolina at Chapel Hill; Stanford; and the Harvard Graduate School of Education.

Test scores at Oglethorpe are up year after year, for five straight years. Attendance is up from 89 to 97 percent. The University of Georgia School Improvement Project used Oglethorpe as a model.

All certified teachers are on the key liaison groups. "The system leans heavily toward instructional staff, rather than toward the entire school," Finch said. "It began as an expression of interest in the instructional program, rather than in the running of the school. Now there is more interest in school management."

Good Teachers for Small, Rural Schools

Another strong belief influencing much of public education is that it's virtually impossible to attract teachers of quality and competence to rural, isolated schools and keep them for a reasonable period. South Carolina is proving that need not be the case.

John Norton, director of the South Carolina Teacher Recruitment Center; Tommy Burbage, assistant superintendent in Georgetown, South Carolina; and Ernest K. Nicholson, school superintendent in Timmonsville, South Carolina, demonstrate every day that rural schools can be attractive to prospective teachers.

A former journalist with education as his beat, Norton set up the Teacher Recruitment Center in 1987 and has become an influential voice in South Carolina for small, rural schools. The Center established the Teacher Job Bank, now widely used, especially by rural schools. It also sponsors a Statewide Teacher Recruitment Fair. Last year, 500 teachers turned out for the event, half of them from out of state. Over 180 signed new contracts as a result.

The Center's Teacher Cadet Program requires that high school students have at least a B average to participate. About 1,500 students in half of the state's rural high schools

You need to be aggressive, competitive, innovative to attract good teachers to rural schools.

are in the program, many casting a fresh eye on the possibility of a career in teaching. The idea, says Norton, is "to grow your own."

Burbage considers the northern part of Georgetown County "as rural as it gets anywhere in South Carolina." You need to be aggressive, competitive, innovative, and consistent to attract good teachers to rural schools, he says. And it can be done.

The panelists offered a baker's dozen of ideas to help small schools win in the teacher recruiting game. Important steps:

- Get the active support of the local superintendent. This is a must.
- Commit a management plan to paper, describing responsibilities for making the program work.
- Work to achieve the support of the local school board.
- Develop a task force of parents, teachers, ministers, and school people to work on the project.
- Take the message into the classroom. Convince students that they can "sell" the school and district to others, and, in the process, they may "sell" themselves.
- Provide assistance to support staff to go after teaching credentials.
- Establish active, two-way communications with colleges and universities in your state.
- Recruit student teachers into your district, using the community to house and entertain them.
- Develop effective teacher recruitment materials that make your district marketable.
- Recruit minorities. Bring them into your district, rather than going to them.
- Attend college career days.
- Remember: "Good teachers recruit good teachers." Properly motivated, the district's present teachers are the best recruiters you can find.
- Present the results of the recruiting process to the school board and to the public. Invite people to get involved.

Communications Planning to Share Your Success

Public relations is not only sitting behind a computer and cranking out newsletters and annual reports," according to Jeannie M. (Sissy) Henry, president, National School Public Relations Association (NSPRA), and director of board development, South Carolina School Boards Association. "Schools have an image, and it's up to us to help strengthen [that image]. It's not what you are, it's how you're perceived to be," she told participants at the Atlanta conference.

What you communicate and how you do it have powerful influence on what people choose to believe about education.

Henry defined public relations as "a two-way flow of communications between schools and the people they serve." She stressed the need for 12-month written communications plans.

Henry and Susan Carson, director of communication services, Winston-Salem/Forsyth County Schools in North Carolina, and Southeast vice president, NSPRA, shared a process to help practitioners design effective public relations projects—from developing a single publication to designing a total communications plan.

The four-step process includes: Research (situation analysis); Analysis (strategic planning and programming); Communication (taking action); and Evaluation (assessment, feedback).

Discussing the research stage, Henry outlined the importance of planning programs responsive to demographics. She cited several predicted population changes. For example, by the year 2000, Hispanics are likely to make up the largest minority group nationwide, and only 15 percent of the work force will be

Sissy Henry: 'It's not what you are, it's how you're perceived to be.'

white males. By 2015, the average life expectancies of males will be 84 years and of females, 93 years. By 1995, the adult population older than 64 will be larger than the entire K-12 population, and the 85-year-old and older population will be greater than the teenage population. In 1975, 50 percent of adults had school-age children. In contrast, 24 percent of adults today have children in school. An older population, which does not have school-age children, is less likely to support the financing of education programs than parents of school children, she said.

Educators must appeal to older Americans who will be influencing political decisions all around the world, Henry said. She added that 17 percent of adults make decisions about education. "When talking about approval of budgets and referendums, we've got to broaden our base."

She stressed the importance of involving senior citizens in the schools and cited examples of how schools are involving older adults. Some offer Senior Citizen Gold Passes that admit them to most school athletic events, sponsor grandparents' days in which senior citizens have lunch with students, and grant library privileges. Some schools open early, providing senior citizens with a place to walk.

Henry described a $980 million bond referendum in Miami, Florida. Passage required gaining the support of several minority groups, including Haitians, Asians, Cubans, blacks, and Jews, some of whom wouldn't sit down in the same room, she said.

"We need to eliminate barriers when we're talking about communications," Henry explained. "We have to think about the groups we're dealing with and their needs."

She outlined three factors she believes influence public confidence in education: 1) media, 2) mobility (the average child will live in three locations before graduating from high school), and 3) the belief that bigger is better.

Henry explained the third factor, saying educators should reevaluate the effectiveness of large school districts and consider communications problems resulting from increased size.

Carson explained the four-step communications process. In the research phase, communicators ask what it is they need to know before communicating. They investigate ways to acquire information, seeking "qualitative" (what are the issues and emotions surrounding them?) resources via focus and special interest groups and opinion leader interviews, hearings, and grapevines. They also conduct "quantitative" (how pervasive are the feelings about these issues?) research via telephone, direct mail, and door-to-door surveys.

In the analysis stage, the effective communicator asks: What are my public relations problems, and what are my goals (with measurable results)? Goals should include strengthening positive, converting neutral, and neutralizing negative feelings. According to Carson, other questions should include: What publics should I target? What media are available (mass, interpersonal)? What resources do I have (money, personnel, and time)?

The communication stage includes the identification of appropriate messages, targeted publics, and expected results. The communicator asks: How does each activity fit in? What is the timetable? Is involvement maximized?

Evaluation determines the success or failure of a project. In this final stage, the communicator asks: How do I get feedback? At what points do I get feedback? When and how can I do a "final" evaluation? How will I use the results of the evaluation?

According to Carson, evaluation results should feed into the research stage of the next communications project.

The two communicators offered the following advice:

- Involve PTA members in the survey process.
- Build support before public hearings are staged.

What you communicate and how you do it have powerful influence on what people believe about education.

- Find respected people to say what you need said. For example, turn to the medical community to provide information about AIDS.
- Forget the "frill-and-puff" public relations activities—concentrate on interpersonal communications.
- Recognize that "togetherness" is essential for success—the school family will make or break the communications process.
- Don't expect a "quick fix" for communications woes.

Keeping in Touch With Parents in the Information Age: Telephone Messages the Friendly, Informative Way

It's better than sending notes home with students—notes that often never reach the intended recipient. Telephone systems are drastically improving the process of sending messages to parents. And they provide a means for parents to send messages to schools.

Wilbert Brown, assistant principal, described a system operating at the Academy for Academics and the Arts in Huntsville, Alabama. The system, developed at Vanderbilt University in Knoxville, Tennessee, uses answering machines, telephones, and a sophisticated digital computer system, he explained.

Teachers record messages each afternoon, Brown said, adding that parents can get children's homework assignments via the system.

The system connects to the school's existing computer system, which can direct calls to homes of all or any subset of students at the school. A printout shows whether the call was completed, busy, or unanswered. If a phone is busy, the computer makes another attempt.

Brown explained that the initial $5,000 invested in the system was "well worth it." School/home contact has increased by 40 percent. "I can't begin to tell you how much this has increased interaction," he added.

Betty L. Strickland, principal, Inman Middle School, described a different phone system—voice messaging—operating in the Atlanta school.

Installed with the help of BellSouth, the system not only increases communication between students and parents, it helps forgetful students remember important events such as tests.

Each staff member has a "mailbox" in which messages are stored, Strickland explained. Calls, received through a central system, may be sent to any mailbox. Staff members record their own messages. Strickland records a daily tip for parents.

As many as 1,400 calls per day come in to Inman Middle School. Certainly the device is contributing to remarkable changes in the beliefs held by many parents about the accessibility of their children's teachers.

Jim Breedlove, director of educational affairs at BellSouth Corporation, Atlanta, said systems similar to the one at Inman are operating in three schools. "There's no question that it's going to take some technology to bring parents and schools together." He called the system adaptable for any school. "I feel the application will in time revolutionize relationships between administrators, parents, and teachers."

The application of this technology will revolutionize relationships between administrators, parents, and teachers.

Resources

Keynote Speakers

Dudley Flood, ombudsman, North Carolina Department of Public Instruction
Education Building
Raleigh, NC 27603-1712
Phone: 919/733-3813

Asa G. Hillard, III, Fuller E. Callaway Professor of Urban Education, Georgia State University
Urban Life Building
Atlanta, GA 30303
Phone: 404/651-2000

William F. Winter, a senior law partner with Watkins, Ludlam, and Stennis, and former governor of Mississippi
P.O. Box 427
Jackson, MS 39205
Phone: 601/949-4800

Wandering Through Small-Town Schools

Supported by grants from several foundations and the Mid-continent Regional Educational Laboratory, writer Bob Cole travels across the midwestern United

States, visiting schools in small-town America. He discussed his observations and experiences

Bob Cole, writer, researcher, and former editor of *Phi Delta Kappan* magazine
Suite 197, 508 North College Avenue
Bloomington, IN 47404
Phone: 812/332-8601

Minorities, Women as Administrators

Presenters highlighted a SEIL-sponsored study, which identified programs in the Southeast that were successful in recruiting, selecting, preparing, and placing minority and female administrators.

Christine Arab, supervisor of management development for Duval County Schools' Personnel Services, Jacksonville, FL, and consultant to the Florida Department of Education
Management Development Center
Duval County Schools
1701 Davis Street
Jacksonville, FL 32209
Phone: 904/390-2069

Thomas Thompson, professor in the Department of Education Policy and Administration at the University of South Carolina
Columbia, SC 29208
Phone: 803/777-3091

Suggested Reference: *Enhancing Administrative Training Programs*, Southeastern Educational Improvement Laboratory

Needed: More Minority Teachers

The Southern Education Foundation (SEF) sponsors several programs to increase the supply and enhance the quality of minority teachers in the South. This session provided an overview of these efforts with a focus on two programs: a Teacher Cadet Program and a Summer Enrichment Program.

Audrey Webb Beard, assistant professor of early childhood education at Albany State College
Early Childhood Education
School of Education
Albany State College
504 College Drive
Albany, GA 31705
Phone: 912/430-4715

Nate Jackson, program officer at the Southern Education Foundation
134 Auburn Avenue, NE
Second Floor
Atlanta, GA 30303
Phone: 404/523-0001

Emma White-Rembert, chair, Division of Education, Bethune-Cookman College
640 Second Avenue
Daytona Beach, FL 32015
Phone: 904/255-1401 ext. 218

Managing Schools

Both site-based management and participatory decision making were described as components of the restructuring of American schools.

Glynn R. Archer, Jr., assistant superintendent, Monroe County Schools
242 White Street
P.O. Box 1788
Key West, FL 33041-1788
Phone: 904/296-6523

Aubrey Finch, principal, Oglethorpe County High School
Highway 78
Lexington, GA 30648
Phone: 404/743-8124

Suggested Reference: *School-Based Management*, Monroe School District

Good Teachers for Small, Rural Schools

A school personnel specialist, a rural school superintendent, and the director of a statewide teacher recruitment center argued that rural school districts can improve their teacher candidate pool through sound planning and effective, aggressive marketing.

Tommy Burbage, assistant superintendent for personnel, Georgetown School District
624 Front Street
Georgetown, SC 29440
Phone: 803/546-2561

Ernest K. Nicholson, superintendent of schools, Florence School District #4
112 South Kershaw Street
Timmonsville, SC 29161
Phone: 803/346-5391

John Norton, director, South Carolina Center for Teacher Recruitment
105 Withers Hall
Rock Hill, SC 29733
Phone: 803/323-4032

Suggested Reference: *A Choice for Our Children*, Florence City School District No. 4, Timmonsville, SC

Communications Planning to Share Your Success

The president and southeast regional vice president of the National School Public Relations Association discussed effective communication planning for school districts.

Sue Carson, southeast regional vice president of the National School Public Relations Association and director of communication services for the Winston-Salem/Forsyth County schools
P.O. Box 2513
Winston-Salem, NC 27102
Phone: 919/727-2695

Jeannie M. (Sissy) Henry, president of the National School Public Relations Association and director of board development for the South Carolina School Boards Association
1027 Barnwell Street
Columbia, SC 29201
Phone: 803/799-6607

Keeping in Touch With Parents in the Information Age: Telephone Messages the Friendly, Informative Way

Technology allows schools to improve their means of sending messages to parents and receiving messages from them via sophisticated telephone systems.

Jim Breedlove, director of educational affairs at BellSouth Corporation
Room 15H10
1155 Peachtree Street, NE
Atlanta, GA 30367-6000
Phone: 404/249-2462

Wilbert Brown, assistant principal of the Academy for Academics and Arts, Calvary High School
2800 Poplar Avenue
Huntsville, AL 35816
Phone: 205/532-4750

Betty L. Strickland, principal of Inman Middle School
774 Virginia Avenue, NE
Atlanta, GA 30306
Phone: 404/594-5812

Asa Hilliard was especially eloquent when he spoke of the models of excellence he has found in many parts of the world. Educators need to understand the capacity of children to learn in a deeper way, he believes.

"I witness in my travels that all children, everywhere, learn the most difficult thing that there is to learn by the age of two: how to speak their native language. Think about what is required in language acquisition—what mental operations are necessary to speak a human language, to compare, to contrast, to extrapolate, interpolate. All of that comes about just in getting a vocabulary and in the manipulation of that vocabulary.

There Are Many Models of Excellence

"Children all over the world learn this by the age of two without ever having sat in anyone's classroom. They learn almost on their own, largely through imitation." Furthermore, he said, "In many places in the world, children learn a foreign language by the age of 4, sometimes by the age of 3. Sometimes, by the age of 4 or 5 they are speaking three or four languages, never having sat in a foreign language class."

In Africa, he said, "Most little children have four and sometimes five or six languages. That's a brilliant mind. Children universally are geniuses. We don't need IQ tests to determine that. What I saw in these African children was an example of the appropriate software providing the hardware something to process. That's pretty stunning to me.

"What's more stunning is that there are those who are able to help children *not* lose genius. I believe the problem is saving genius. It's not sorting children into piles of smart, medium, and dumb ones, but starting with the assumption you're working with genius and then nurturing genius. That's my whole orientation. I associate with people who believe that, and I learn from people who operate on that basis. They have produced for us magnificent examples of how to be winners."

Hilliard skipped about the country to give examples to support his thesis. "Let's go to California, to a great university that has recruited students from all over the world. Let's go to mathematics, and look at what's happening to the Asian students. They're so successful that schools are now having to erect barriers to keep their schools from becoming totally Asian."

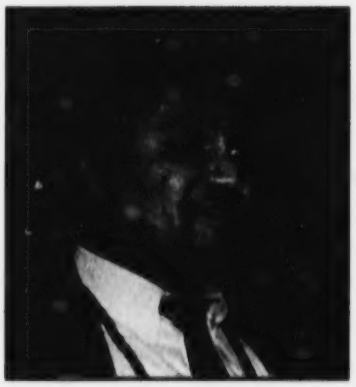
Because the Asian students do so well in calculus, they move easily into engineering, science, and mathematics and do as well there, he said. European students did somewhat less well. African students were failing. "You could look at the SAT scores. There was about a 100-point deviation between the African and Asian students."

An ethnographic study was conducted, Hilliard said, to pinpoint what the Asian students were doing to get such uniformly good results. It revealed a stark difference between the Asians and the Africans. "Asian students studied in groups and took responsibility for each other's success, tutoring each other in their study groups. African students did it the macho way; they studied alone."

The professor who conducted the research then set up a group-study process for the African students. Their performance in calculus improved sevenfold in a short period. "When you raise students' performance from failing to superior, wouldn't you say that kind of confirms what I said about potential?" Hilliard asked.

"Go to New York, Bedford-Stuyvesant, around the crack houses, where the families are not together, where the gangs are, there's no food on the table. Go into one of those schools. Be Professor Everett Barry. Demonstrate for the faculty what can be done in a year. Take a fifth-grade class, and lift their academic performance so that those who were, when you arrived, scoring two and sometimes three grade levels below the class average in fifth grade, at the end of the year score high enough so that 80 percent of the students pass the ninth grade Regent's Exam in mathematics. Would you call those students winners? I would. And I would call Professor Barry a winner."

Hilliard talked as well about Special Educational Enrichment for the Disadvantaged (SEED), a program he's been tracking for more than 20 years. "A high school teacher, fed up with failure, created SEED. He said to himself, 'What if I could take the toughest subject and teach it at the highest level to the lowest-performing students in the shortest period of time. I wonder how those students would feel when they walk out of those clas-



Asa Hilliard: There are models of excellence everywhere.

ses, talking about logarithms and exponentiation and so forth.' Of course you know what happens. Self-esteem goes up because you do things that people respect. And teacher expectations go up when children achieve.

"Most of our thought about those two things has the equation backward. You don't get teachers to raise kids' self-esteem by teaching them a class in expectations. Expectations are the product of high achievement, not the cause of high achievement. Motivation is the product of high achievement. It's not the other way around."

At Marcus Garvey School in Watts, Los Angeles, only the principal had a college degree. "The kids didn't have regular textbooks. The third-grade children were learning from college algebra textbooks. They got the problems without the reading material from the college algebra book.

"They challenged the children in the Los Angeles magnet school for the gifted, because they thought regular third-graders would be a snap. It wouldn't prove anything. Then they decided that gifted third-graders wouldn't have a chance. So they went for the sixth grade and won and, therefore, hit the front page of the Los Angeles *Times*. Little kids in poverty, around crack, no one had changed their family status, mother and father didn't get married again, diet didn't change. The strategies changed, and the children changed."

Presenting models of excellent programs that are working in the Southeast was a principal purpose of SEIL's Atlanta conference. These models included a Student Team Learning program in Alabama and Atlanta's Middle School Talent Centers, the nationally validated model, Every Child a Winner, and several others presented in summary fashion in the following section.

Student Team Learning in Alabama

Go to the research, and you may come away excited. Student Team Learning increases academic achievement, with more time-on-task behavior. It offers positive effects in improving intergroup relations, increases the self-esteem of students, and helps develop better attitudes toward schools and teachers. What's more, it's a program that's inexpensive, practical, easy to learn, and instructionally efficient.

Sound too good to be true? It's not, according to three state department of education specialists in Alabama. They offered the Atlanta conference an overview of the program that is operating in six K-12 school systems. Participating in the presentation were Wanda Coleman, special education specialist, and Frances Manning and Linda Pledger, education specialists.

One program goal is to make education less competitive for students and far more collaborative—with an emphasis on sharing and support similar to the attitudes of Asian students reported by Asa Hilliard.

"In the typical classroom," said Pledger, "a teacher asks a question of 30 students, and 20 know the answer. When she calls on one of the students for an answer, everyone else hopes the student doesn't know. The ones who do know the answer are hoping for failure because they might then have a chance to succeed. The ones who don't know hope for failure because they want company."

Student Team Learning promotes a desire for success, not failure. It uses three basic techniques: STAD (student teams achievement divisions), TGT (teams-games-tournaments), and Jigsaw II.

In STAD, students form four-member learning teams mixed in performance level, sex, and ethnicity. The teacher presents a lesson; then students work within their teams to make sure that *all* team members have mastered the lesson. Students take individual quizzes on the material, on their own, without help from others. Teams earn rewards when all members successfully learn the material.

TGT uses the same teacher presentations and teamwork as STAD but replaces the quizzes with weekly tournaments in which students compete with members of other teams to contribute points to their team scores.

Cooperative learning is not for every teacher or for every student. You don't just put students together and tell them to collaborate. You must also teach them cooperative skills.

Jigsaw II also uses the team approach to learning. Students in teams work on chapters or other reading assignments and on "expert sheets," which contain different topics for each team member to focus on when reading. When everyone has finished reading, students from different teams with the same topic meet in an "expert group" to discuss their topic. Experts then return to their teams and take turns teaching their teammates about their topics. Finally, students are quizzed on all the topics, and their quiz scores become team scores as in STAD. Rewards to teams are part of the plan.

The presenters emphasized that cooperative learning is not for every teacher or for every student. "You don't just put students together and tell them to collaborate. You must also teach them cooperative skills." Comprehensive training for teachers is essential if the program is to work well, the speakers said.

Middle School Talent Centers

Talent Centers are blossoming in many parts of Atlanta—eight in middle schools, another eight in high schools. A principal, two teachers, and three students who attend one of the centers explained the concept to conferees.

Talent Centers, located within existing schools, are areas designed to stimulate students to learn. Students need no special talent to go to a Talent Center. The price of admission is simply interest.

Leviticus Roberts, principal of Martin Luther King, Jr., Middle School, was on hand to talk about the four Talent Centers in his school. With him were teachers Freddie Benford and Nellie Terrell and three students who spend a good deal of their time in the centers.

The school is the only one in the city with multiple centers. It established them because of the overwhelming response, from students and their parents, to the Talent Center concept. It now has two writing centers, as well as centers for computer science and science.

Each Talent Center consists of about 150 students, balanced between boys and girls, and a team of five teachers that is responsible for the core education. This group is called a "learning community." Students spend four and a half hours per day in the academic block. An additional state incentive grant is available because of the concentrated nature of the programming. Student performance is steadily improving. Now, the teachers reported, 32 percent of the students score above national norms on standardized tests.

Leviticus Roberts: Interest and talent go together.

The writing center concentrates on providing students with opportunities for developing good writing habits through practice and helps students prepare for statewide writing assessments. Science teacher Nellie Terrell said she believes "science has come alive for students in our center." It emphasizes hands-on approaches to learning science; greater career awareness; better school attendance; better use of materials; resources, and teacher competences; and increased higher order thinking skill levels.

A major result of development of the centers is that students now spend far greater amounts of time in these special areas of concentration—science, computer science, and writing.

Every Child a Winner—A Nationally Validated Model

Charles Hodges has cerebral palsy. When he entered the Every Child a Winner program, he was at the bottom of the class, often sitting for hours on the floor, barely moving. When he left the program, he truly was a winner, moving mentally, physically, and emotionally. He won nine gold medals in the Special Olympics.

This kind of success story is common in the program that is part of the National Diffusion Network of Exemplary National Programs, U.S. Department of Education. It has been adopted throughout the United States, Canada, and the Virgin Islands.

Martha Owens and Susan Rockett, from Ocilla, Georgia, described the program to conferees. Briefly, it is an individualized physical education program that improves fitness and motor skills for all children, regardless of physical or mental ability.

"We are raising cocky, competitive athletes," said Rockett. "Every child has a right to be fit, to have good motor skills. You don't have to compete to learn to move well. Young children must know the language of movement if they are going to be successful in life."

Every Child a Winner also contributes to improvement in academics and self-esteem. "We believe in self-esteem," said Martha Owens. "If we are to turn this problem [of student achievement] around, we have to help foster self-esteem." The program offers a practical, proven, step-by-step plan of installation at school sites, field-tested lesson plans, and training materials. Physical educators, classroom teachers, administrators, and parents report positive student results in discipline and vocabulary, as well as improved motor skills and fitness, the presenters reported.

The program structures developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through educational games, dance, and gymnastics.

Competition occurs when it is child-initiated. The project slogan, Every Child a Winner, finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Owens and Rockett emphasized the need for thorough training for the classroom teachers, special educators, and physical educators who will conduct the program.

Rural Students in REACH

Students in the little town of York, South Carolina, are communicating via computer and modem with students in France. They are writing about the history of their respective communities.

The result "is some of the most concise communicative writing I have ever seen. The kids knew they were going to be communicating with people who did not speak English. They had to be concise; they had to communicate. Too often in schools, people do not have to communicate, so they don't."

The speaker was Ike Coleman, coordinator of the South Carolina Rural Writing Network. He was describing the rapidly developing program called Project REACH.

REACH is an acronym for Rural Education Alliance for Collaborative Humanities, a statewide humanities/literacy program in South Carolina that supports diverse and innovative school-based projects. It seeks especially to help educationally and economically disadvantaged youth.

Describing the activity to SEIL conference-goers, along with Coleman, were Jack Blodgett, director of the REACH project based at Clemson University; Kemble Oliver, director of telecommunications and instructional technology for REACH; Sylvia Robinson, English teacher at Hunter-Kinard-Tyler High School, Norway; Willease Sanders, program coordinator of the REACH project based at Benedict College; and J. Elspeth Stuckey, director of the South Carolina Cross-Age Tutoring Program, based at South Carolina State College in Orangeburg.

Sylvia Robinson: Technology opens the world to students.

Together, the presenters explained that REACH helps students in

J. Elspeth Stuckey describes the long reach of Project REACH.

rural areas become better readers and writers through projects that focus on specific themes, issues, topics, and texts in the humanities. Connecting to the students in France is a good example of how that is done.

The fact is, Coleman said, "there are a lot of barriers in schools that we can take down to allow kids to connect in a creative way. It isn't an accident that kids can't think of anything to write about and that teachers can't think of anything interesting for them to write about. We must realize that students need to interact with their communities in the world. Through that interaction, they are going to learn."

Picking up on a theme emphasized by keynoter Asa Hilliard, Coleman said, "We also have to believe—not just intellectually, but in a way that invades our schools—that human beings are magically active learners. If we give them something they are interested in and let them do it, they will learn magically. We are in a much bigger danger of getting in their way than we are of helping them."

Project REACH seeks to take down barriers to learning. "Teachers have a budget, a really small budget, but they can buy stamps. If you can't buy stamps, you can't communicate with the world. If you can't get transportation to some point, you can't communicate with the world. If you can't make a long-distance call, you can't communicate with the world."

Focusing on disadvantaged youth, the REACH projects emphasize the development of reading and writing skills necessary for understanding and achieving real-life goals, the student as a productive member of the total community, the formation of a network comprised of a wider community of collaborators, and the use of telecommunications and other technologies to link all participants in rural South Carolina public schools with the humanities.

Instruction Across the Curriculum: A Case for Integrated Learning

Wetonah (Toni) Parker, director for professional development and educational services for Educational Personnel Development Systems in Cary, North Carolina, describes integrated learning as "decompartmentalizing" subject areas.

"Integrated learning refers to the interrelatedness of subject and skill areas within and across grades of a school program," according to Parker. "Referenced in the literature by many terms—interdisciplinary units, integrated studies, thematic approach—integrated learning is not a new idea but is used regularly by many educators."

Parker provides five reasons for incorporating integrated learning into the public school curriculum: 1) the real world is integrated, nothing is separate; 2) students do best when learning is connected; 3) students become the focus of learning, not the teacher; 4) integrated programs are useful in tackling other areas of concern; and 5) teaching skills and subjects in isolation is difficult within the instructional day.

She explained that integrated learning may include teaching: 1) content within a subject or skill area; 2) skills with subjects (practicing writing skills in social studies classes); 3) subjects with subjects; 4) skills with skills; and 5) skills/subjects with skills/subjects.

According to Parker, "We've been doing integrated learning, we just haven't realized it." Using a globe, she demonstrated the integration of social studies, science, and math. She added that it is not necessary for teachers to explain to students as they cross disciplines.

Parker stressed the importance of varying instruction and integrating

Toni Parker: We need to break down compartmentalized barriers to learning.

studies with the real world. "I never want to preach one way of teaching," she said. "Why should students predict what you are going to do? Heighten interest. Change. Do something different to pique their interest."

She advised educators to seek support from others; schedule meetings to determine ways to work

together. Be innovative. "We forget we're in a very creative business," she said. "We get panicky when our test scores are not as high as someone says they should be. Creative teachers find other ways to teach the same material. If you are bored, your children are bored. Don't get [too] structured. Find the best way to teach an objective. Don't water [instruction] down, not even for slower students."

Early Childhood Education in Dade County, Florida

The research shows that students who receive pre-K experiences do better in school. We know it's important. Our constituents would rather invest in pre-K than pay for prisons and dropouts later on or provide remedial programs for older children," Frank de Varona told conferees.

Frank de Varona is a member of the SEIL Board of Directors and deputy superintendent of the Dade County schools in Florida. He described the enormity of the task faced by that school system.

"Our students come to us from 122 different countries," he said. "About 75,000 of the school district's 280,000 students are foreign-born. Eighty percent are from minority groups. It is not unusual to have 50 nationalities in a school of 500 students."

Added to those complexities is the fact that the system gains 20,000 students each year and is now the country's fourth largest. Its budget of $1.5 billion is larger than the Dominican Republic's. With 38,000 employees, it is the county's largest employer—and the second largest employer in all of Florida. Big business.

The system has designed several comprehensive early childhood education programs to give students the best possible chance of experiencing success in school. Among them are the pre-K Exceptional Student Program that serves autistic, emotionally handicapped, retarded, and other disabled children, with a maximum of 12 students to a classroom. The program began with two classrooms in 1977. It now enrolls over 500 students in 60 classrooms. The goals of the $5 million program are to develop fine and gross motor skills, imagination, positive self-image, and problem-solving skills.

The regular pre-K program for four-year-olds began in 1985 with five teachers and 150 students. Now, with a $3.3 million budget, it functions in 28 schools with 29 teachers. It is available to students who are eligible for free lunch. Parents as volunteers are an important part of the program.

Writing in Trust

Two men and three women—they have a few important things in common. Each is a teacher, each is a writer, and each was a member of a panel at SEIL's Atlanta conference. Marian Cooper Bryan teaches in Sunset Park Elementary School, Wilmington, North Carolina. Ike Coleman coordinates the South Carolina Rural Writing Network in Clemson. Ruth Hooks directs the Wiregrass Writing Project, Dothan, Alabama. Jean Schiffbauer is a fellow, Florida Writing Project. And Sam Watson is director of the Southeastern Region, National Writing Project.

They had met before they were contributors to *Writing in Trust*, published by the Southeast Lab. The book is the result of the reflections and research of teachers in the Southeast. They came together for a weekend in 1987, at Wildacres, North Carolina, to begin what became an exciting journey in publishing. Each of the participants completed a description of the ways in which writing has become important in his or her classroom and the differences it has made.

Some of their reflections on the experience:

- "Writing helps you understand what kind of teacher you are. It increases self-esteem. Teachers

The reflection that writing requires alters the way you think. When you write, you serve as a model for your students.

need more support than administrators realize."

- "Teachers must write. We need to clarify our own thinking. The reflection that writing requires alters the way you think. You start thinking the way you write. And when you write, you serve as a model for your students."
- "Talking has a lot to do with life. It works every time in teaching. Teachers need to get away from making kids keep their mouths shut."
- "By the June meeting, a sense of community entered me, and I felt a commitment to the book. We wanted to make it into a book in October. We broke into pairs and worked on it. We argued about what should go into the book and what should be left out. We all came out of it striving for excellence. It was great fun. It took one person, Sam Watson, who encouraged us. That really helped."
- "How do we adapt or adopt this concept/program into our classrooms? District-wide? We thought about doing this with our own school system. We had already established trust. This will be hard to do in our schools."

Resources

Student Team Learning in Alabama

A team of state department of education specialists described Alabama's Student Team Learning (a form of cooperative learning) in grades K-12 in six school systems.

Wanda Coleman, special education specialist, Alabama Department of Education

Frances Manning, education specialist, Alabama Department of Education

Linda Pledger, education specialist, Alabama Department of Education
50 North Ripley Street
Montgomery, AL 36130-3901
Phone: 205/242-8013

Middle School Talent Centers

The Martin Luther King, Jr., Middle School in Atlanta, GA, has implemented four seventh- and eighth-grade Talent Centers in science, writing, and computer science. In each center, students receive academic core instruction during a 4.5-hour block, along with interdisciplinary instruction centered around a theme.

Freddie Benford, seventh-grade reading teacher, Martin Luther King, Jr., Middle School

Cary Holt, curriculum specialist, Martin Luther King, Jr., Middle School

Leviticus Roberts, principal, Martin Luther King, Jr., Middle School

Nellie Terrell, eighth-grade science teacher, Martin Luther King, Jr., Middle School
582 Connally Street, SW
Atlanta, GA 30312
Phone: 404/330-4149

Suggested Reference: *Atlanta Public Schools Talent Centers*, Atlanta Public Schools

Every Child a Winner — A Nationally Validated Model

Two presenters highlighted the Every Child a Winner program, which enhances problem-solving skills, vocabulary, self-management, self-esteem, motor skills, and fitness of K-6 students.

Martha F. Owens, originator and director, Every Child a Winner program

Susan Rockett, program director, Every Child a Winner program
P.O. Box 141
Ocilla, GA 31774
Phone: 912/468-7098

Suggested Reference: *Every Child is a Winner With Physical Education*, Martha Owens

Rural Students in REACH

REACH (Rural Education Alliance for Collaborative Humanities) is a statewide humanities/literacy program that supports diverse and innovative school-based projects designed especially to assist educationally and economically disadvantaged youth.

Jack Blodgett, director of the REACH project headquartered at Clemson University
320 Daniel Hall
Clemson, SC 29634-1503
Phone: 803/656-5402

Ike Coleman, coordinator of the South Carolina Rural Writing Network
320 Daniel Hall
Clemson, SC 29634-1503
Phone: 803/656-4463

Kemble Oliver, director of telecommunications and instructional technology for REACH
Center for Computers & Writing,
Department of English
University of South Carolina
Columbia, SC 29208
Phone: 803/777-5992

Sylvia Robinson, English teacher at Hunter-Kinard-Tyler High School
P.O. Box 158
Norway, SC 29113
Phone: 803/263-4530

Willease Sanders, program coordinator of the REACH project based at Benedict College
Arts and Humanities Center
Room 301
Benedict College
Columbia, SC 29204
Phone: 803/253-5426

J. Elspeth Stuckey, director of the South Carolina Cross-Age Tutoring Program, based at South Carolina State College
P.O. Box 3151
Orangeburg, SC 29117
Phone: 803/252-3967

Instruction Across the Curriculum: A Case for Integrated Learning

Conference participants were introduced to integrated learning and how it may be used to produce high achievement levels and positive relationships in classrooms and schools.

Wetonah (Toni) Parker, director for professional development and educa-

tional services, Educational Personnel Development Systems.
102E Commonwealth Court
Cary, NC 27511
Phone: 919/829-5900

Early Childhood Education in Dade County, Florida

Early childhood education programs are designed to provide a strong basis for children's learning in Dade County, Florida, which serves a rapidly growing multicultural school population.

Frank de Varona, deputy superintendent of the Dade County Schools, and member of the board of directors of the Southeastern Educational Improvement Laboratory
School Board Administrative Building
1450 N.E. 2nd Ave., Room 402
Miami, FL 33132
Phone: 305/995-1452

Suggested Reference: *Prekindergarten: The Right Beginning!*, Dade County Public Schools Bureau of Education

Writing In Trust

Writing in Trust is the result of the reflection and research of teachers in the Southeast; each completed a description of the ways in which writing has become important in his or her classroom and the differences it has made.

Marian Cooper Bryan, Chapter 1 reading teacher, Sunset Park Elementary School
7 Sunset Street
P.O. Box 8331
Wrightsville Beach, NC
Phone: 919/256-4608

Ike Coleman, coordinator of the South Carolina Rural Writing Network, a project sponsored by the Bread Loaf School and Clemson University's English department
320 Daniel Hall
Clemson University
Clemson, SC 29634-1503
Phone: 803/656-4463

Ruth Hooks, coordinator of the Wiregrass Writing Project
Troy State University
Dothan, AL 36302
Phone: 205/794-1410

Jean Schiffbauer, fellow, Florida Writing Project
2810 NE 10th Street
Gainesville, FL 32609
Phone: 904/336-8562

Sam Watson, director of the Southeastern Region, National Writing Project
Department of English
University of NC at Charlotte
225 Garinger
Charlotte, NC 28223
Phone: 704/547-4216

Suggested Reference: *Writing in Trust*, Southeastern Educational Improvement Laboratory

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Most of the teachers told me that most of what they do in the classroom they had learned, not in college, but on the job. What does this mean for life in these little schools, with teachers who do virtually no professional reading? It means that professional development of some kind is crucial to their lives as teachers.

—Bob Cole

It doesn't take magic, miracles, or sleight of hand to create school success for children. The models of excellence in schooling are everywhere. "You can put me down in any community, anywhere at all, and I guarantee you I will find examples of instructional excellence within an hour," Asa Hilliard asserted.

He and Dudley Flood were full of advice about the elements that add up to instructional excellence and success for students and how to blend the mix. Together, they offered educators at the SEIL conference a dozen specific ideas to follow in the pursuit of excellence.

A Dozen Strategies for Winning

Strategy 1

"Locate success," said Hilliard. "Find the places where individuals are nurturing genius and children are succeeding. Highlight that success. Those programs, those individuals need to become the beacon for all the rest of us."

Strategy 2

"Winners must be teaching teachers," said Hilliard. "Most of us are taught by the nonexperienced. Our system of teacher education is structured so that the nonexperienced teach the nonexperienced the things that they know. That's part of the problem. The winners are not teaching teachers, for the most part."

Strategy 3

Adopt a balanced, fair, ethnically appropriate curriculum. "When large numbers of kids can go to school for 12 years and not see themselves in school, something is very wrong," said Hilliard. "The cultural fabric *must* be reflected in the curriculum."

Strategy 4

Consider diversity a strength. Whenever possible, bring children together in heterogeneous groups. "If I had the power to do one thing to make America's schools better today," said Dudley Flood, "it would be to make it illegal ever to have another homogeneous group in any school in America. How dare we think we can take a little poor kid from rural eastern backwoods Mississippi and put him in a room with other rural poor kids in eastern backwoods Mississippi and expect that somehow that child is going to develop intellectual capability? No matter what the intentions, he is simply not going to do it. We are setting up little pockets of failure for people."

Strategy 5

Publicize the successful models. There is, said Hilliard, a remarkable and unprofessional lack of communication among educators about successful programs. "If I went to people in a top medical school and asked them where the best heart surgery is being done, I assure you they would know. It is their professional responsibility to stay abreast of that kind of information.

"That doesn't happen in education. At one of our finest education schools on the East Coast, I asked the top leadership if they could identify five programs anywhere in the nation where students were systematically moving from failing to superior achievement. They could not. They could not identify even one. But those programs are everywhere."

Strategy 6

Validate the successful models. "Since we need to see proof in this profession," said Hilliard, "it is important to validate these success stories. Study them. Find out what makes them work."

Strategy 7

Replicate the successful models. Adapt, adopt, clone, infuse the system with the attributes of success that come from the programs that work, Hillard suggested.

Strategy 8

Honor and celebrate intellectuality. "If we want intellectual achievement for our children, then we must celebrate it," said Flood. "Children will excel at anything adults will celebrate. We need to honor intellectual achievement as we do athletic achievement if we truly aspire to intellectuality for our children."

Strategy 9

Develop social skills. "I have managed to do more with my social proficiencies than with my intellectual proficiency," said Flood. "That includes learning in school. The major part of doing well in school is understanding how school works. Knowing how to access the environment. Children must be taught social skills. They are not getting them."

Dudley Flood: Students need to develop political savvy and spiritual proficiency.

Strategy 10

Promote understanding of practical economics. Today's students, said Flood, "are getting a skewed picture of economics. They need to understand how the economy works. We have children in our schools who actually believe they have to buy a $165 pair of sneakers to walk around campus. They don't know that you can jump just as high in a $35 pair of Keds. Economics is a simple proposition that you ought to have more left after you have worked and got paid, than what you spend. Children have to understand that."

Strategy 11

There's a need, as well, for students to acquire "political savvy," Flood said. "I'm not talking about political science, I'm talking about politics and the way it works. Students are not learning the power of politics. You are in the political system whether you chose to be or not. And unless you understand how it works and how to access it, you will be disenfranchised for life."

Strategy 12

Finally, as a mark of success, students need to develop "a spiritual proficiency," Flood said. "I don't mean religion. I'm talking about having that spiritual gyroscope that keeps you erect in the face of adversity. I'm talking about having a philosophical understanding of your person and the persons around you, and understanding that there is good and bad and right and wrong and that there is behavior that is appropriate and inappropriate."

Strategies for success, which promote instructional excellence and accomplishment by students, were evident in many of the programs described at the SEIL conference. Examples of these programs are described on the following pages.

The Principal's Role in School Excellence

A panel of four principals of southeastern schools shared their visions for their schools and strategies for ensuring that teachers share those visions.

South Granville High School, Creedmoor, North Carolina, is one of six schools statewide chosen to participate in a two-year Lead Teacher/ Restructured School Pilot Project. Approved by the General Assembly, the project provides differentiated pay and leadership opportunities for teachers, according to Tom Williams, principal. He added that the intent of the project is to allow for "lead" teachers to teach half time and serve in a leadership position in the school half time.

These schools have flexibility and are exempt from many state regulations. Teachers have the unusual authority to reorganize their school. In turn, they must develop an accountability model. In exchange for the flexibility, the schools must show that they are improving students' academic performance and staff morale.

Williams said that eight lead teachers, selected by the faculty, direct teams of educators that make consensus decisions about policy, instruction, and hiring. A faculty council, whose members include two lead teachers elected by the faculty, two other teachers, a guidance representative, secretary, two assistant principals, and principal, tackles non-instructional issues.

He explained the process as it was used to hire him as principal. He was interviewed by a team of two parents, nine lead teachers, and the district superintendent. He described the questions he was asked as "professional and well thought out." A decision to offer him the position was made by group consensus.

Ila Flowers, principal, explained that the motto at Girard Elementary School in Dothan, Alabama, is: "We're good, and we know it." She credits a staff of excellent teachers who recommit each year to striving for excellence.

Plans are formulated using a collaborative leadership approach, Flowers explained. School-based management allows teachers to play an important role in decision making.

Ila Flowers: Choices are important—for teachers and parents.

Although parents and teachers are united by a goal to provide excellent education, Flowers stressed the importance of accepting and teaching that people differ in many ways. "We believe choices are important," Flowers said. "Parents and teachers need choices. We're strong because we built a school where people want to work and children want to attend."

Flowers added that the teachers are treated as professionals. They have flexibility but are expected to do a good job. If necessary, they work on weekends. They believe teaching should be recognized as the profession that it is. Flowers said the staff of Girard Elementary School want to reevaluate the profession with higher salaries paid to teachers than at present. Professional treatment and adequate pay will help states attract qualified teachers, she said.

We're strong because we built a school where people want to work and children want to attend.

The Alabama principal jokingly described the "brainwashing" of students at Girard. Every Friday, she broadcasts "good news" over the school's intercom system. The program rewards students, who constantly are on the lookout for subjects to feature in the program. They take pride in telling others that they attend Girard Elementary School—the best in the world, Flowers added.

Jayne Sargent became principal of Jim Hill High School in Jackson, Mississippi, in August—only two weeks before teachers reported for a new year. She inherited a school that was in "bad shape." Leadership in the inner-city school was weak. Teen pregnancy, poverty, and drugs were major problems in the student body that was 85 percent black. Several students were members of "gangs" and "stepping groups," in which steppers march with precision.

"I had the reputation that the only stepping that was done was out the door," she said. When no one asked why new rules were being put in place, Sargent assumed that complacency was probably as likely in the classroom.

She set up a team approach to management, and the team set a goal that 30 percent of the school's sophomores would receive college scholarships. "Our kids realize that the only way out is a learned way out. Their only salvation is to get out of where they are."

Sargent's door is always open to teachers and students. "I listen to students," she said. She attributes part of her success to a caring attitude. "I do believe in people," Sargent said. "[Education] is a people business."

The principal added that she informs teachers in the beginning that she expects trust. "You're going to have to trust me faster than anyone before," she tells them. "We're in this together. I'll do anything it takes."

Sargent has earned the trust of students, too. "I wanted to walk in and not make kids think I'm afraid of them," she explained. "They've shown me also that I don't need to be afraid." She added, "I believe in kids, and I sincerely care and believe in the teachers at that school — they are excellent."

If asked what his "vision" was five years ago when he became a principal, Charlie Eubanks would have responded, "20/20." He explained that he was ill-prepared to lead a school when he became principal at High Point Elementary School in Clearwater, Florida. He inherited a school with a declining school population due to district rezoning, low teacher morale, and little community support. A positive, however, was a strong, capable staff.

If he was weak in some areas, he was strong in at least one. "What I knew how to do was involve people," Eubanks said. He involved the staff in determining, achieving, and evaluating goals and strategies. He explained that a team wrote objectives and action plans, which it evaluates continually.

The approach worked. In 1988, the Florida Department of Education named High Point Elementary School one of 21 outstanding elementary schools in the state.

Following the designation, Eubanks and staff "looked at why we improved." They gathered information to determine what had made the school "outstanding." From that survey, they went on to establish a "maintenance improvement plan." It requires: 1) proper planning; 2) appropriate evaluation; 3) established procedures for planning and evaluating; 4) commitment (of faculty, staff, parents, and community) to improvement; 5) capable, motivated personnel; 6) commitment to teamwork; and 7) commitment to mission.

Eubanks added that another key to the school's success is a commitment to staff development and in-service training and an atmosphere of mutual respect. He said that he had found that staff commitment is created by personal desires to succeed or help others succeed, high expectations of self and others, and feelings of "oneness" with others.

"We trust each other," he said. "I'm for you, and you're for me. We're all for kids. Mediocrity is not good enough for us."

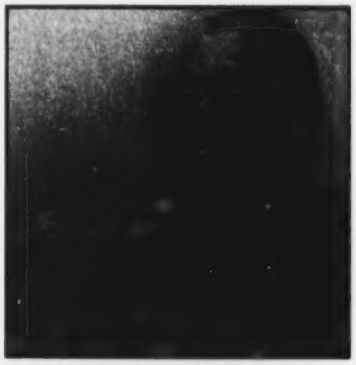
Developmentally Appropriate: What Is It and How Does It Help Kids?

What is the appropriate role for the public schools with children from birth to age five? How can schools organize to meet the developmental differences and needs of students through childhood and the adolescent years?

Three experts in the field offered few answers but provided a range of insights on these and other questions in a discussion at the conference on the reemerging term: "developmentally appropriate instruction." They were Barbara Bowman, director of graduate studies at Erikson Institute, Chicago; Sharon K. Meinhardt, coordinator of early childhood programs for the Georgia Department of Education; and Ellen M. Pechman, director of CATALYST: A Partnership Promoting Mathematics Improvement, the Center for Research in Mathematics and Science Education, North Carolina State University.

The discussion benefited from information and definitions offered by the National Association for the Education of Young Children. That group defines developmental appropriateness in two ways:

- **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development—physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by an instructional program provides a framework in which teachers can prepare the learning environment and plan appropriate experiences.
- **Individual appropriateness.** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children need to be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences, as much as possible, need to match the child's developing abilities, while also challenging the child's interest and understanding.



Barbara Bowman: First understand where children are developmentally.

The instructional idea, of course, is that teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge, in conjunction with understanding of individual children's growth patterns, strengths, interests, and experiences, is necessary to design the most appropriate learning environment.

Mathematics: We All Can and Must Learn

Wake up America. Your children are at risk." That is a quote from *Everybody Counts*. In simple, clear language, its authors point out the need for far stronger programs in mathematics instruction if this country wishes to keep its position of technological leadership in the world.

To promote new, more effective instructional practices in mathematics, the National Council of Teachers of Mathematics published a proposed *Curriculum and Evaluation Standards*. Mary M. Lindquist, Fuller E. Callaway Professor of Mathematics Education, Columbus College in Georgia, discussed the content of the Standards and their potential influence on mathematics instruction.

"We need to understand," she said, "that three-fourths of all our students will stop taking mathematics before they have learned the prerequisites, the real basics for a technological society." The NCTM Standards rest on four critical needs:

- Within the next five years, 60 percent more of the jobs in the U.S. workplace will require math proficiency than is the case today. At the same time, today's minorities will be the majority work force in the very near future.
- Understanding political choices means understanding complex information, and much of that information is mathematical and statistical. Math literacy is essential for an informed electorate, Lindquist said.

Three-fourths of all our students will stop taking math before they have learned the prerequisites, the real basics for a technological society.

- In the next 25 years, the average worker will change jobs five times. Workers need to learn how to think and compute more than they need to learn specific skills or content. Understanding math concepts is highly transferable from job to job.
- All students can and need to learn mathematics, said Lindquist. "We can't afford to believe that only some people can learn math. We can't afford to let mathematics be a filter that keeps some kids out of good jobs."

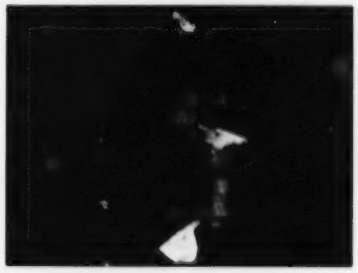
The good news is that the *Standards* and work from other mathematics educators and researchers are promoting instructional approaches in mathematics that place greater emphasis on understanding process and concepts and less emphasis on rote memorization. Where the new concepts are introduced, students respond with enthusiasm.

Now That the Standards Are Here, What Are We 'Spozed to Do?

Ellen Pechman and her associates are creating the Mathematics Assessment Process (MAP) to make instruction in mathematics a more successful experience for young adolescents. She is director of CATALYST, a project funded by the Ford Foundation to pilot MAP in six schools during the 1990-91 school year. CATALYST is based at North Carolina State University and is affiliated with the University of Georgia.

MAP is a school-based program assessment process that empowers and encourages teacher-directed teams to examine and realign their mathematics education programs. MAP, Pechman explained at the conference, integrates four central ideas:

- Young adolescents can become effective mathematics learners and thinkers only in a context that understands and responds to their unique developmental needs.
- Highly effective mathematics instructional practices targeted to young adolescents are well developed, but not widely used in the middle grades.
- Widespread consensus exists on the need for major revisions in the content of middle-grades mathematics programs, as evidenced by the National Research Council document *Everybody Counts* and the NCTM *Curriculum and Evaluation Standards for School Mathematics*.
- Organizational development theory and practice offer strategies for planned change that can effectively guide the restructuring of a middle-grades mathematics program.



Ellen Pechman: Creating a Mathematics Assessment Process to support success in math.

MAP was field-tested in 12 schools in 1988-89 and will move to pilot sites in the 1990-91 school year. Principal support for the program has come from the Ford Foundation and BellSouth Foundation.

Evaluating Teachers as Professionals: The Work of the National Board

North Carolina's former governor, James B. Hunt, Jr., is heading the new National Board for Professional Teaching Standards. The board, he says, "is a building block in making teaching a full profession. Teachers will now have a central role in setting high standards for what teaching professionals should know and be able to do. In just a few years, I feel confident that the board will produce an assessment process worthy of our best and brightest teachers."

Four specialists in the field of evaluation were on hand at the conference to offer further insights into the work of the National Board. Formed in 1987, largely with Carnegie Foundation support, the Board issued guidelines for initial certification standards for teachers in 1989. "Teachers interested in securing board certification must have a bachelor's degree from a regionally accredited institution of higher education and at least three years of teaching experience," reported Lynn Cornett, vice president for state services, Southern Regional Education Board in Atlanta. Further, teachers must meet the board certification standards.

Peggy Swoger, a junior high school teacher from Birmingham, has served on the National Board since its founding. "To improve education," she said, "we need excellent teachers in the classroom. These teachers need to be identified and publicized." The goal of the National Board is much more comprehensive than just the development of a better teacher test, she said. "The profession needs a more professional stature to attract and retain good teachers."

Teachers will now have a central role in setting high standards for what teaching professionals should know and be able to do.

E.K. Fretwell, Jr., chancellor emeritus, University of North Carolina at Charlotte, sees formation of the National Board as a positive step for higher education. As the Board succeeds in setting professional standards, teacher training institutions will need to upgrade their programs substantially, he said.

Schools of the 21st Century: A Solution to Child Care in the South

"A lot of people say that child care is the best bargain in America," said Richard Ray, assistant superintendent of schools in Moore County, Carthage, North Carolina. "I really doubt that that is true. If you go into a primary-care day-care center, you'll see six babies in cribs, with one caretaker who probably has a high school education, if that. Perfectly legal. The children never get out of the cribs. Their care is to get a bottle now and then and to be changed. Their interaction with other children or adults is very limited. If that's a bargain, it's one that we are going to pay heavily for later on. We cannot afford not to do it right."

Ray has taken a year off from his duties in North Carolina to work with Edward Zigler at the Bush Center in Child Development and Social Policy, Yale University.

Right now, he points out, "60 percent of the parents whose children are babies are working. That figure will go up to 80 percent in the mid-1990s and, perhaps, up to 90 percent a bit later on. Let's face it, the schools are going to be involved in child care, and, if we do it, we need to do it right."

The Bush Center program, developed by Zigler, proposes two major components. One component, said Ray, "is to provide a child-care program for children ages three and four. This need not be at the school, but the school needs to manage it and be accountable for the way it's run. Staff needs to be hired and evaluated by the school. This is a program that needs to operate from 6 a.m. to at least 6 p.m. every school day."

Richard Ray: A new challenge looms for public schools.

The second major component likely to be on the horizon for public schools is an after-school care program for latchkey children, "providing services for children from early morning into the early evening hours, every day of the year. This requires development of a family support system, and it is an adjunct to it."

Ray went on to describe how schools are likely to be called upon to provide a whole network of services to parents who have less and less time available to supervise their children. "In my mind, quality child care is synonymous with quality early childhood education. When I talk about child care, it has an educational component to it. I'm not talking about babysitting."

Sixty percent of the parents whose children are babies are working. That figure will go up to eighty percent in the mid-1990s—and up to ninety percent later on.

Schools may emerge as the logical, if not the only, agency in the system to respond to the increasingly critical need to care for children. "There is a huge movement in the country now because of concern about the increasing nonfunctionalism of the family," Ray said. "The Welfare Reform Initiative says the system we now have to meet the needs of families and their young children doesn't work and can't be repaired. We need to start over." There are agencies doing "a pretty good job" in their areas of concern, he said: mental health agencies, health departments, and welfare departments. "But nobody is looking at the family. The system we need to be dealing with is the home, the place where that kid is 18 hours a day. We are all going to be in this. I hope that as individuals, and as groups, we can realize that we know little bits and pieces about young children and families. But if we are going to assume responsibility for them, we need to get ourselves prepared."

Early Childhood Education: Preschool Child Care and Parent Education — How Do We Do It All?

State and local agencies are designing family intervention programs that identify needs and resources available to enhance the quality of life for children and parents. A panel of three described early childhood education initiatives that are under way.

Thomas Schultz, project director for early childhood education, National Association of State Boards of Education, Alexandria, Virginia, said that parents of young children have three kinds of needs:

- Support through their children's early years and information about what they can do to help them learn.
- Safe affordable, enjoyable, quality child care.
- Preparation of their children to be successful when they enter school and preparation of the schools to receive and respond to the needs of the young child.

Schultz discussed preparing children and preparing schools for early school success. He said that a sound knowledge base and consensus about what is quality in preschool programs exist. "We know we need to have low group size and staff/student ratios that allow responsiveness to individual needs of kids, " he said. He added that staff members need training in early childhood education and child development and that educational programs should be complemented with nutrition, health services, and strong parent involvement programs. In addition, staff members need professional growth opportunities and a professional environment in which to work.

According to Schultz, "We're in an exciting era of innovative state and local efforts to meet these needs." He explained that at least 30 states fund preschool programs through public schools, Head Start programs, and other agencies; some, too, are expanding these programs. Federal initiatives are helping expand Head Start programs and issuing mandates to public schools to serve young children with special needs. In addition to an existing knowledge base about childhood education, there is bipartisan support to attack this issue, Schultz explained. He cited a National Governors' Association goal to ensure school readiness in young children.

Schultz's three-part early childhood education agenda for policymakers and local schools includes:

- Continuing the momentum to expand enrollment in quality preschool programs.
- Moving beyond the focus on preschool programs in Head Start or the public schools to find ways to enhance the quality of other early childhood programs and settings, to support adults who care for children, and to help them understand what they can do to help prepare the children for school.
- Improving public schools' ability to respond to children's diversity.

He added that school personnel must be responsive to parents of

kindergarten and early-grades students. "Parents are at their peak of interest when their kids are young," he said.

Schultz recommended two areas of focus for ensuring school readiness: 1) providing opportunities for children so that they have an equal chance to become ready and 2) finding ways to make schools more prepared for young children than they are.

Anita Hannon Hall, chair, Department of Curriculum and Instruction, and director, Kenan Pre-College Academic Program, Jackson State University, Jackson, Mississippi, discussed the role of parents in early childhood education.

"Parents have their own needs that require attention if they are to nurture others," she said. "We have to remember that as educators. An effective parent education involves many aspects of cognitive, affective, and behavioral learning."

She explained that educators must encourage parents to be involved in good nutritional programs, help them understand that they are not powerless or inadequate, and motivate them. In addition, educators must treat parents with dignity, helping them assume significant roles in decision making. They, too, must model an attitude of openness and provide parents with feedback.

Hall said that to ensure equitable parent involvement, educators must be flexible in scheduling parent activities and consider human factors.

Joe Perreault is assistant director of Save the Children, Child Care Support Center, Atlanta, Georgia, which works to improve the supply, quality, and affordability of school-age child care in Georgia. He discussed child care for working parents.

He cited a number of statistics: 57 percent of women with children under five years old work, and 51 percent of those with children under one year old are in the work force. By 1995, an estimated 77 percent of women with children between six and seventeen and 65 percent of women with children up to five years old will be in the work force.

There are, as well, 7 or 8 million preschool children whose parents work. By 1995, that figure will reach 15 million. Child care is now a $15 billion-dollar-a-year industry; by 1995, the cost will climb to $48 billion a year, Perreault estimates.

Perreault explained that middle- and upper-income parents purchase nursery school experiences for the two-to-five-year-olds; lower income parents are unable to do so. He called preschool education a "service parents of young children are looking for that's not being met by public schools."

He described five ways schools are responding to the issue of working parents. They provide:

- Extended (full) day-care needs of children in public schools systems.
- Day care for children of school employees and special constituencies of the school.
- Extended day care for preschool children with disabilities.
- School-age child care—schools allow premises to be used for on-site programs.
- Programs adaptive to schedules and demands of working parents.

Parents' own needs require attention if they are to nurture others.

Tom Shultz: Early childhood is a great time to learn.

considering special problems such as those tied to transportation, inclement weather, and holiday and summer schedules.

A. Craig Phillips, former state superintendent of education in North Carolina, asked if the solution to the problem of funding childhood education services is close.

Schultz said he did not believe the solution was near. He added, however, that Congress was planning to increase the amount of funds appropriated for public child care, but agreement about program details and philosophy have not been reached.

Schultz cited several child care funding proposals, such as a children's trust fund that would allocate money from payroll tax and the use of the public finance system for public education of young children. He added that both proposals are far from public acceptance, predicting that a mixed public and private funding system probably focusing on equity would evolve.

Perreault said he did not believe that childhood services would be supported totally by tax dollars. He predicted that parents would pay for fewer years of services, but at higher costs than they presently pay. Perreault suggested, too, that employers would become more involved in financing early childhood services.

Parents Speak: Some Ideas About the Improvement of Education

They were a distinguished group, four women and two men who have been on the front lines of school improvement activities in their states for years. On hand for the Atlanta panel were state presidents of the Congress of Parents and Teachers, Inc. (PTA), in a session moderated by Daisy B. Cobbins, past president of the Mississippi PTA.

Parental involvement in the schools is not a magic thing.

"Parental involvement in the schools is not a magic thing," said Fred Herr, president of the Alabama PTA. "It's not something that happens overnight. It takes training every year and a long commitment by a lot of people. Our toughest issue is getting parents involved. One out of three students in our state doesn't graduate. Probably their parents didn't either. This is a challenge for the PTA that is difficult to overcome."

In Phoenix, he pointed out, "there are 1.2 members of the PTA for every kid in the school systems. What's the payoff? If there is a drug education program, Phoenix has it in action. When the superintendent goes to the city council and asks for a new high school, he takes the PTA Council officers with him. They don't say a word. They just sit behind him. But they represent a terrific amount of power."

Numbers and involvement: they are key issues for parents in all of the six service states. While dealing with these tough issues, parents continue to make a strong difference in the quality of education in the states. Membership in the PTA was up by 30,000 in a single year in South Carolina, reports immediate past president and SEIL Board Member Joyce T. Marshall. "We are very influential and becoming more so all the time," she said. "We are the grass-roots lobbyists. We are supporting bills now, for example, to allow income tax credit for volunteers who work in the public schools."

Parents in South Carolina, she said, understand that "we *are* our child's first teacher. We have a responsibility, and we need to become better teachers, to understand more about child development, to learn how to better support our children."

Panelists agreed on a range of important topics that face parents and schools in the near future. Included are the need to build stronger partnerships among school, home, and community; find ways to get the "hard-to-reach parents" involved in the schools; and define new, more flexible ways to encourage parent involvement in the schools.

'Say Yes to Success' Parent Program

The Greater Columbia Chamber of Commerce and the School Council Assistance Project based at the College of Education, University of South Carolina in Columbia, got funding help from the Ford Foundation to put together a strong education support program in their county. On hand at the SEIL conference to describe the program was Norma Higgins, manager of education and executive director for the Columbia Youth Collaborative, part of the Chamber.

The Collaborative, explained Higgins, "is a community pact put together through the Ford Foundation. The Chamber of Commerce and the school district got together and were given a grant to bring the entire community together to address the issues of at risk youth. Our goal is to give tools to kids to be successful by reaching out to key elements of the community: business leaders, educators, health and human service professionals, government agency officials, parents, students, and religious leaders."

Involving the business community is especially important, she said, "because we are designing support programs for the workers of tomorrow, and business has a stake in making those programs successful."

YES means Youth Encouraged to Succeed, and the program takes many different forms. YES parenting sessions are open to all parents in targeted schools where the incidence of dropouts or other problems is above the norm. Child care, transportation, and other forms of support help encourage attendance at the sessions. Parent groups bond into support systems, the presenters said, and continue to meet on a monthly basis following the six-week parenting sessions.

Students and business people make up the YES Team. Twelve busi-

ness leaders work closely with a carefully selected group of the same number of students who have the ability to graduate, but who need mentoring, career guidance, internships, and/or part-time jobs. While aid goes to these students as needed, they work with guidance counselors to identify peers who are in need of a support group. As peer counselors, the initial team begins to establish a dependable support system for academic and personal problems. "In time, the YES Teams create a network of caring adults and students committed to preventing dropouts and encouraging success and self-esteem," Norman said.

We are designing support programs for the workers of tomorrow, and business has a stake in making those programs successful.

BET (Business/Education Together) is another part of the program that approaches the adopt-a-school concept from the business perspective. The program invites businesses to become involved in the education process through funding scholarships, designing curricula changes, and providing, in their own business, alternative learning environments to meet the special needs of youths at risk.

Resources

The Principal's Role in School Excellence

A panel of principals from across the region shared their "visions" for their schools and strategies for ensuring that teachers share their visions.

Charlie Eubanks, principal, High Point Elementary School
6033 150th Avenue, N.
Clearwater, FL 34620
Phone: 813/531-1464

Ila Flowers, principal, Girard Elementary School
522 Girard Avenue
Dothan, AL 36303
Phone: 205/792-5214

Jayne Sargent, principal, Jim Hill High School
2185 Fortune Street
Jackson, MS 39225
Phone: 601/960-5354

Tom Williams, principal, South Granville High School
P.O. Box 398
Creedmoor, NC 27522
Phone: 919/528-1507

Developmentally Appropriate: What Is It and How Does It Help Kids?

The session focused on the term's meaning for preschool, elementary, and middle schools. Presenters described what the concept means for the operation of schools and how a developmentally appropriate education differs from a traditional approach, particularly one that is driven by testing.

Barbara Bowman, director of graduate studies at Erikson Institute, an affiliate of Loyola University
Erikson Institute
25 West Chicago Avenue
Chicago, IL 60610
Phone: 312/280-7302

Center for Early Adolescence, University of North Carolina at Chapel Hill
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Phone: 919/966-1148

Sharon K. Meinhardt, coordinator, early childhood programs, Georgia Department of Education
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Phone: 404/656-2685

EllenM. Pechman, director of CATALYST and a consultant in adolescent development and middle-grades education
Center for Research in Mathematics and Science Education
College of Education
North Carolina State University
315 Poe Hall, Box 7801
Raleigh, NC 27695-7801
Phone: 919/737-2013

Suggested Reference: *Possible Castles, Possible Worlds: The Development Context for Responsive Educational Program*, Ellen Pechman, The Center for Early Adolescence, University of NC at Chapel Hill

Mathematics: We All Can and Must Learn

Presenters discussed the National Council of Teachers of Mathematics' Curriculum and Evaluation Standards for School Mathematics, answering questions such as: What are the Standards, and what are the next steps in implementation? What has occurred, and what can be expected? What is the role of educators in this reform effort, and how can educators make all students winners in mathematics?

Mary M. Lindquist, Fuller E. Callaway Professor of Mathematics Education, Columbus College
School of Education
Columbus, GA 31993-2399
Phone: 404/568-2255

Now That the Standards Are Here, What Are We 'Spozed to Do?

Ellen Pechman responded by presenting a model for initiating a site-based evalua-

tion process that engages mathematics teachers, interdisciplinary staff, and administrators in a systematic evaluation process for directing mathematics program redesign.

Ellen M. Pechman, project director, CATALYST, Center for Research in Mathematics and Science Education, North Carolina State University
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North Carolina State University
315 Poe Hall, Box 7801
Raleigh, NC 27695-7801
Phone: 919/737-2013

Suggested Reference: *Mathematics Assessment Process;* Center for Early Adolescence, University of North Carolina at Chapel Hill

Evaluating Teachers as Professionals: The Work of the National Board

Presenters described the National Board for Professional Teaching Standards, which is concerned with professionalizing teaching and the teaching environment.

Lynn Cornett, vice president for state services, Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
Phone: 404/875-9211

Joseph Delaney, assistant superintendent for instruction, Spartanburg (SC) School District #7, and president, South Carolina Association of School Administrators
610 Dupre Drive
Spartanburg, SC 29302
Phone: 803/594-4410

E.K. Fretwell, Jr., chancellor emeritus, the University of North Carolina at Charlotte, and senior associate, MDC, Inc.
124 Amrita Court
Charlotte, NC 28211
Phone: 704/547-2484

Peggy Swoger, ninth-grade English teacher, Mountain Brook Junior High School
205 Overbrook Road
Birmingham, AL 35213
Phone: 205/871-3516

Schools of the 21st Century: A Solution to Child Care in the South

The session focused on the Edward Zigler (of the Bush Center in Child Development and Social Policy at Yale University) "Schools of the 21st Century" concept, which emphasizes services provided by and through schools.

Richard (Dick) Ray, assistant superintendent for support services for Moore County Schools and post-doctoral fellow, Bush Center in Child Development and Social Policy, Yale University.
26 Stoney Lane
Madison, CT 06443
Phone: 203/432-4569

Suggested References: *The New Law*, Barbara J. Smith

School-Age Child Care Council Publications List

Early Childhood Education: Preschool Child Care and Parent Education — How Do We Do It All?

Local and state agencies are designing family intervention programs that identify needs and resources available to enhance the quality of life for children and parents.

Anita Hannon Hall, chair, Department of Curriculum and Instruction, and director, the Kenan Pre-College Academic Program, Jackson State University
P.O. Box 17042
Jackson, MS 39217
Phone: 601/968-2336

Joe Perreault, assistant director, Save the Children, Child Care Support Center
1340 Spring Street, NW
Suite 200
Atlanta, GA 30309
Phone: 404/885-1578

Thomas Schultz, project director for early childhood education, National Association of State Boards of Education
701 N. Fairfax Street
Suite 340
Alexandria, VA 22314
Phone: 703/684-4000

Suggested Reference: *Parent Involvement in Early Childhood Education*, Anita Hannon Hall, Jackson State University

Parents Speak: Some Ideas About the Improvement of Education

Presenters discussed issues relating to the improvement of education and major efforts being implemented by PTAs in each state.

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Phone: 601/960-8905

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Joyce T. Marshall, immediate past president, South Carolina PTA, and SEIL Board Member
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Phone: 803/662-7614

Carole F. Rice, president, Georgia PTA
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Atlanta, GA 30308
Phone: 404/659-0214

Bonnie P. Teater, president, Mississippi PTA
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Starkville, MS 39759
Phone: 301/325-3207

Eugenia B. Thomas, past president, Florida PTA
1110 NW 41st Street
Miami, FL 33127
Phone: 305/554-2218

"Say Yes to Success" Parent Program

The presenter shared a framework for establishing a parent education program for at risk students.

Norma Higgins, manager of education and executive director for the Columbia Youth Collaborative, Greater Columbia Chamber of Commerce
P.O. Box 1360
Columbia, SC 29202
Phone: 803/254-9727

Suggested Reference: *The Columbia Youth Collaborative*, Columbia Chamber of Commerce and Richland County School District 1

The Economic Consequences of Winning

When a youngster drops out of school and goes hunting for an unskilled job, everyone loses. When another student uses school experiences as a launching pad for a lifetime pursuit of excellence, everyone wins. That was the message of former Mississippi Governor William F. Winter at the SEIL conference.

He urged a deeper understanding in the region of the relationship between economic health and strong education programs. "We start with the recognition that our region is not going to be fully competitive, regardless of the other resources it may have, unless it has a citizenry that can compete educationally in the global economy," said Winter.

"Our underdeveloped human capital remains our greatest barrier to economic growth and prosperity. The plain fact is that as long as we have so many undereducated people, our region is going to be poorer than the rest of the country. Poorly educated people translate into poor people. Education is the only thing that will unlock the door to economic opportunity for all of our people and parity for our entire region."

The South, by any standards, is a naturally rich area, Winter pointed out—with productive land, abundant energy and minerals, bountiful timber, plenty of water, and clean air. "It is poor because we have too many underproductive people. Put in plain, hard-headed economic terms, it is not just a zero to our economy to have so many undereducated people. It is a minus. The more undereducated people our region has, the poorer it is.

William Winter: We need productive, well-educated people.

Because they are undereducated, they can't carry their share of the burden."

The region, said the former governor, needs a new approach to economic development, linked closely to new resources for and strength in education. "For a long time, in many areas of the South, our development strategy was built around three perceived advantages that we had. They were low wages, cheap land, and low taxes. In most cases, we got about what such a strategy suggested. We perpetuated a lower standard of living than we should have. Those factors translated into poor schools and poor communities that were not very attractive places to live."

Now, Winter believes, "economic development must involve a much broader range of concerns. The first concern obviously must be a skilled work force or at least a trainable work force. We are not going to be competitive with the rest of the country—much less the rest of the world—until we educate properly more of our people."

Millions of adults in the South are functionally illiterate, Winter pointed out. "It is a staggering loss. We must go back and try to salvage some of these people. Adult literacy remains one of our largest challenges.

"The second problem has to do with keeping the present school generation in school. Our 30 to 40 percent dropout rate is a national scandal." Economic competitors in the Far East, such as Korea, graduate 97 percent of their students, Winter reported.

Winter believes that improvement in education "is going to require hands-on involvement and investment by the business community in various and assorted partnerships to alleviate some of the root causes of poor achievement.

"But I can tell you additional resources invested in reducing the risks in people before they drop out of school and out of society must be provided, or we shall wind up paying a lot more down the road."

Governor Winter's remarks struck a responsive chord at the SEIL conference. There was major emphasis in the sessions on describing effective programs in the region to curb school dropouts, develop strong education-business partnerships, and break the cycle of illiteracy.

You Have Done Such a Wonderful Thing Thank You Straight From My Heart

I always thought maybe someday
When the children are on their way
And all that must come first has gone
I can pursue a dream of my own
As time passed I became unsure of myself
My dream faded upon its shelf
Then you placed a bridge across all my doubt
And gave me the someday I used to dream about
One thing I have learned from the path behind
Is should I ever stumble I know I'll find
A supportive hand to steady me
Because I'm part of the Kenan Family
You have done such a Wonderful thing
You have given me hope and courage to dream
My children see this and they believe
That they can also achieve
I searched for a card that could thank you enough
For what you have done for all of us
But store bought words just wouldn't do
So for all the dreams that are coming true
THANK YOU
Straight from my heart
For giving us a place to start

This poem was written by a 30-year-old mother of four after she completed an education program sponsored by the Kenan Trust Family Literacy Project. She entered the program as a sad, shy, dropout but became a group leader and top achiever. After a year in the Kenan program, she passed the General Education Diploma (GED) exams with a perfect score in literature and is preparing to apply to a college-level accounting program.

In the Kenan program, parents who have dropped out of school learn to read and write while their preschool children also are learning. In the afternoon, parents and children learn and play together.

The Kenan project is in its second year of operation. What began with 7 sites in North Carolina and Kentucky will soon be operating in 29 sites in 11 states. More than 300 adults and children have participated in the program whose aims are to: 1) raise the educational level of parents — improve their literacy; 2) increase developmental skills of preschoolers; 3) improve parenting skills; 4) enable parents to become familiar with and comfortable in a school setting; and 5) help parents gain the skills and knowledge they need to become employed.

Many of the parents enter the program reading at a third- to eighth-grade level; 80 percent of them either raise their grade level by two grades or earn a GED. Children in the program increase their developmental skills by 52 percent in one school term.

In a project publication, William C. Friday, executive director, William R. Kenan, Jr., Charitable Trust, remembers his introduction to the program. "I had been working in education for 40 years, but nowhere had I seen one program that did so many things so well, that addressed such a broad range of needs so effectively," he wrote. "It got to the heart of the literacy problem, an intergenerational cycle that perpetuates illiteracy and its stubborn companion—poverty."

"Breaking the intergenerational cycle of illiteracy means a lot more than improving literacy skills of adults and children," according to Sharon Darling, director of the National Center for Family Literacy and founder of the Kenan project. "It means changing attitudes, values, and, in some cases, cultures."

Darling, a charter member of the board of directors of the Barbara Bush Foundation for Family Literacy, shared grim economic and family statistics, reiterating the need for family literacy programs.

The number of children living in poverty has increased by 50 percent in the last 15 years. Family poverty, too, is rising. In families headed by a person younger than 25, the poverty rate has doubled since 1973, with a 30 percent increase in 1985. Nearly one-

half of children from these young families in 1985 were poor.

"Or, to look at it another way, one-fourth of the 1988 first-graders were living in poverty," Darling explained. "Ten years ago, one in six families lived in poverty — last year, one-third of children under 18 were being raised in poverty. Our nation's children are now the poorest segment of the nation's population. They are nearly seven times as likely to be poor as those over 65."

She added that although nearly two-thirds of all poor children are white, both blacks and Hispanics are much more likely to be poor. "The average black child can expect to spend five of the first fifteen years of childhood in an impoverished home.

"And when we look at those young children living in poverty, we know that they are increasingly being raised by parents less prepared to rear them," she continued. "We know that an increasing number of our babies are being raised by babies themselves."

Teen pregnancy is on the rise. A girl who becomes a mother before the age of 20 will have one-half the lifetime earnings of those who delay having children until after 20, according to Darling. She added that the children of teen mothers are likely to be participants in adult literacy programs.

Additionally, as many as half of the children living in poverty don't enter schools with the developmental skills they need to succeed in school. They fail on the first day of school, Darling said. Children living in poverty are three to four times more likely to drop out of school than other children. About one-third of all students drop out of school before earning a high school diploma. That's the equivalent of 80 school buses filled with students each day.

The problem runs deeper. Darling explained that many who complete high school don't read above a sixth-grade level; one in six is functionally illiterate.

While reform efforts have targeted illiteracy, proposed solutions, such as reducing class size, raising compulsory school age, requiring more subjects, and withholding driver's licenses unless certain scores are achieved, are not working, Darling claims.

"I contend that reform strategies for the educationally disadvantaged that focus on the school system alone are doomed to failure for a substantial portion of our at risk youth," she said. "One single predictor as to how successful a child will be in school is the educational attainment of the parent in the home—circular, not linear—followed by income and race. Parents' education is the best predictor of a child's reading ability."

Family literacy is a way to improve the chances of success for youngsters of the nation's families.

When parents are involved in helping their elementary-school-age children with their school work—social class drops out as a factor in poor performance, Darling said. Parents who have books in the home and who read to their children have children who are good readers and better students. Finally, parents who are involved in the schools have children who are better achievers and have higher cognitive skills, higher achievement test scores, and better attendance, she added.

"The question is not whether we educate the parents and give them the skills and knowledge they need to be involved in their child's learning," Darling explained. "The question is: How do we do it?

"Family literacy is a way to improve the chances of success for youngsters of the nation's families," she added. "Equally important, it is meeting the literacy needs of the parents—changing the attitudes about education and translating those to their children."

One mother from an urban site in North Carolina said, "Before this program, people told me I was dumb and stupid, and I felt that way. After 10 years of being out of school, I didn't know whether I had brains. It's like getting a new job after 10 years of trying and not getting one. I had been thinking about school day and night for 10 years. If I applied for a job, they told me, 'You haven't finished high school. We can't hire you. You don't know anything.'"

A Louisville father who has custody of his three- and four-year-old daughters, commented, "I could talk for days about what the program has meant to my girls. Crystal had trouble speaking, but she does not now. Even the three-year-old knows colors and so many other things. The women in the program have taught me so much about taking care of girls that, as a man, I didn't know. The children have opened up so much since they came in. They are happy now, and they were not before."

Education is E$$ential: One Community's Story

Only a banker could have named our project the way it turned out," said C. Sue Phelps, "but we needed that banker and a lot more like him to make the project work." Phelps, now an education consultant based in Rocky Face, Georgia, is a former principal and assistant school superintendent with the Dalton City Schools, Whitfield County, Georgia.

Dalton is the carpet capital of the world, she reports with pride. One firm there produces more carpet than all of Belgium, which also has a strong reputation in the carpet world.

Back in the mid-1970s, Phelps became fascinated by statistics that no one could explain, or cared to. The high school graduating class was less than half the size of each year's incoming freshman class. "People said to me, 'Well, we have a lot of mobility here, people moving in and out all the time.' I shook my head. That didn't make much sense, unless only families with young kids moved in and families with older kids moved out."

In fact, the school system was experiencing very high dropout levels, but it hardly registered as a problem. Unemployment in the county always stays around 3 percent, since there is a demand for unskilled labor in the carpet manufacturing plants. Mounting an effective dropout program in this atmosphere is difficult, but Phelps and her school colleagues were up to the task. Active now for over 10 years, the program is a model of success. "We've learned a lot from the good things we've done and the mistakes we've made."

Early on, Phelps took her case to the business community, working largely through the chamber of commerce. She got one convert to the cause, the head of a large carpet company. He was disbelieving when Phelps told him that half of the students in high school would not get diplomas, but she proved her case with hard statistics. It was more difficult to persuade him of the economic consequences of the problem.

"He agreed to let us do an analysis based on his personnel records," said Phelps. It was a turning point for the program. "The study showed that high school dropouts employed by his company cost him a lot of money. Health care costs were higher, workers' compensation costs were higher, absenteeism was higher. When he saw that study, he came on board full strength."

Phelps and her new ally took the cause to the community in a series of public hearings. Later, they published a report of their findings. They were able to show direct economic consequences of the high dropout rate for the legal and penal system, for the welfare system, and for other agencies in town. Slowly, they built a case that got everyone's attention.

One of the important lessons Phelps has learned in the past decade

C. Sue Phelps: Business and education can work together.

is that this type of program works much better with business-community leadership than with leadership from educators. "Business leaders simply have more credibility in some areas, and we need to understand that and use it," she said.

As the program developed, industrial leaders throughout the county—more than 300 in all—signed pledges to give employment preferences to high school graduates. Most of them signed up for on-site GED courses that have proved to be the strongest feature of the program. "We have graduations in plants all the time, full cap and gown," said Phelps. "The company president is often there, and other top company officials. They are emotional experiences for everyone." One 70-year-old man got his GED, to much acclaim. As a result, 12 members of his family went back to school to pursue their high school diplomas.

Impaired Districts and Schools: Updating the South Carolina Experience

Joseph Rice, superintendent, Orangeburg School District #2, Bowman, South Carolina, said it succinctly: To live through an impairment designation, one must love kids. He compared the impairment designation to a diagnosis of cancer.

The purpose of the South Carolina Impaired School provision is to ensure that school districts at least meet students' minimum needs. Educators and policymakers were concerned about problems surfacing in schools across the state. No authority existed for declaring districts "bankrupt."

Realizing a need to take action to improve failing school districts, the legislature passed an amendment to the state's Educational Improvement Act to set up the criteria for determining the health of a district's educational process. The South Carolina Impaired Schools Provision requires districts to meet minimum performance standards in two areas: achievement (test performance) and nonachievement (accreditation deficiencies, dropout rate, and student and faculty performance rates).

Districts must satisfy two-thirds of both the achievement and nonachievement criteria. If a district fails to meet the standards, the state department of education and the state board of education may declare it "seriously impaired."

Following this declaration, the statute provides for the state superintendent, with the approval of the state board, to visit the district, conduct an intense study, and recommend a plan of action to remedy the defects revealed by the study. The district is given six months to carry out the recommendations. Noncompliance, or poor performance in fulfilling the recommendations, leads to increasingly severe penalties. In such an instance, the legislation gives the state superintendent the authority to dismiss the local superintendent.

In four years, ten districts were declared to be "impaired." Only Hampton County School District #2 in Estill has been declared seriously impaired twice.

In a panel presentation, Jerome Ciesla, director of program evaluation for MGT of America, Inc., a national management research and consulting firm based in Tallahassee, Florida, discussed MGT's evaluation of the impaired schools provision. Rice and Albert Eads, Jr., superintendent, Hampton County District #2, responded to the evaluation report. According to Ciesla, after the impairment designation, "improvement came rapidly." No district is now listed as impaired.

MGT reviewed five districts that had received the designation. A team of evaluators interviewed students, teachers, parents, and school board members, asking for negative and positive reactions to the designation.

While the designation was devastating to all interviewed, evaluators determined that positive outcomes outweighed the negative effects. Test scores in each of the five districts increased markedly, Ciesla said. However, MGT evaluators recommended that the state spare districts the designation. They suggested that if state officials know that a district is headed for impairment, they should offer whatever help is necessary to avoid the designation.

Arriving in the district after the impairment designation, Eads said that his biggest obstacle was trying to overcome the psychological barrier created by the label of "impaired."

He explained that when he was hired as superintendent, staff turnover was high and community support for the schools was low. The designation hindered recruitment efforts, and no one would even run for a vacancy on the local board.

If a district fails to meet the standards, the state department of education and the state board of education may declare it 'seriously impaired.'

Eads strives to improve staff morale, offers students and staff new opportunities, and stretches limited resources. These efforts are helping improve the quality of education in the district.

Rice, too, said the battle to overcome the designation was uphill. The district's failings were featured on national news. The state released information about the designation to district personnel and the media on the same day.

With the help of funds appropriated through a referendum, Orangeburg School District #2 is on its way to recovery, also.

Family Leadership Project

In South Carolina, Superintendent of Education Charlie G. Williams places concern for the family at the very center of the state's Education Improvement Initiative. One result is that 1989 was the Year of the Family in the state. Alfred T. Butler, Jr., associate state superintendent; Barbara C. Harvey, elementary school principal in Columbia; and Shirley Hughes Kennedy, teacher of child development classes for four-year-olds in Columbia, described the state's Family Leadership Project.

Williams has invoked a litany that is heard from one corner of his state to the other: "The family serves as the first and most important

The family serves as the first and most important 'teacher' of its children, and its influence cannot be overlooked in the educational process.

'teacher' of its children, and its influence cannot be overlooked in the educational process. The family curriculum is ultimately responsible for the success of its children but can be maximized by bringing the family into full partnership with the school."

Many families are successful in guiding and directing the development of their children with only minimal support from schools and community agencies, the speakers pointed out. However, other families need assistance, support, and services to help offset the effects of family stress or dysfunctioning. It is this need for structured and deliberate support through a coordinated delivery system that is the heart of the Family Leadership Project. The intent of the program is to help families access available services and resources in the community, not to duplicate services. The real strength of the program is to provide those services in a coordinated manner.

A pilot program operating in Richland County serves the state's capital city of Columbia. The proposal for the program establishes a collaborative relationship among the school district, the University of South Carolina Colleges of Social Work and Education, and about 20 human service organizations and private businesses in the city.

A four-year grant supports the pilot program in the school district's elementary school found to be "most in need." Since 99 percent of its students are eligible for free lunch programs, Lyon Street Elementary School became the site for the pilot effort.

The program links the four-year-olds now participating in a child development program and their parents who are eligible for adult education with existing community and educational services. It also provides support for the children's education. Specific clients in the program are at risk four-year-olds and their families. There is strong emphasis on coordination with a range of state agencies, including the education department, and use on the local level of a community advisory council and a local coordinating committee. Community leaders from churches, businesses, and organizations sit on the advisory council. A main task for the council is to build public support for a coordinated delivery system.

The local coordinating committee serves as liaison to the project staff. It includes representatives of education, health, and social service agencies. One of its primary roles is to identify each specific family's needs and plan the services to be provided to them.

Patch the Cracks So Kids Can't Fall Through

For a while in Mississippi, we were averaging 11,000 children a year dropping out of school. It's better now, but we still have too many people dropping out. While we are doing some things very, very well, we realize there are some things we need to do a little differently."

The speaker is Nan P. Tarlton, president of Tarlton and Associates, Educational Consultants, Jackson, Mississippi. She is working with the education department to train new Teacher Support Teams throughout the state. The training is a critical step in CONTINUUM, Mississippi's new and effective dropout prevention plan.

The Teacher Support Teams' concept emerged from a study launched by then-state superintendent Richard Boyd, seeking ways to stop the dropout bleeding. It is at the heart of the CONTINUUM plan.

The Teacher Support Team includes the school principal and four or five teachers. After a two-day training session, they form a support group in every building. "If a teacher has a problem with a student and she cannot deal with it well, she can go to the Support Team for help. When the team meets to discuss her child, she becomes a part of the team. The team brainstorms to look at ideas, new

Nan Tarlton trains Teacher Support Teams.

ideas, creative, innovative ideas, collaboratively with the classroom teacher. Ultimately, the classroom teacher gets to decide which strategy to try in his or her classroom."

Several weeks after contact with the Support Team, the classroom teacher reports back on the success of the new approaches she's using.

A pilot program of the concept began in 12 schools in 1987-88, and 411 "cases" came before the Support Teams. "In 70 percent of the cases, the problems were solved in the regular classroom setting," Tarlton said. "Solutions came from changing the way directions were given to a child or how the teacher worked with the child to find out what the problem was or why it existed."

During the year of the pilot program, the failure rate went down, the dropout rate went down, special education referrals went down, and special education eligibility rates went up "because the children who were finally referred to special education really needed those services. We had a group of teachers in each school dedicated to making life different for the other teachers. We've had school districts with burned-out teachers; they didn't feel good about themselves or what they were doing. They came to the training. I tell them at the start, 'I'm here to help you. Give me half a day with an open mind.' By noon, they're interested. By the afternoon, they're talking about what we are going to do the next day. The next day, the excitement is unbelievable. It is because they care so much about their students, and they want to help them, and they've finally found a way to do that."

School-Based Enterprise: The REAL Concept

Education and economic development must work jointly in state and local communities, especially in rural communities, to improve the quality of life," said Vicky Propst, director of the South Carolina REAL Enterprises. In Georgia, the acronym stands for Rural Entrepreneurship Through Action Learning. In other states, the "E" stands for education.

The point of REAL is to support economic development where it makes a dramatic difference. "Projections tell us that small, rural communities can expect to have half of their jobs created by employers with fewer than 50 employees, by the year 1995. Half of those new jobs will be created by companies that don't exist today," said Propst. REAL is in the business of starting small businesses in these kinds of communities. Schools act as small business incubators, increasing students' potential for self-employment and their knowledge of small business operation—not through simulations, but through management of real enterprises. When projects succeed, everyone wins: students gain invaluable business skills, there's new strength in the local economy, and chances are greater that enterprises like these will keep young people from moving to more attractive market areas.

Several school-based enterprise models currently operate in rural areas of the Southeast. For example, Hartwell, Georgia, students are operating an excursion railroad as a major tourist attraction and also are involved in the operation of other tourist-oriented businesses located near the railroad depot. In St. Paul's, North Carolina, students manage and operate a deli-restaurant located at an exit off Interstate-95. High school students were involved in all aspects of the planning and implementation of these enterprises.

Along with Propst, Paul Delargy, who heads the Georgia REAL program; James Bryan, Georgia; and Barbara Nielsen, South Carolina, shared their experiences with the REAL concept.

There are countless jobs [in small-town America] that pay minimum wage, but few jobs that will take a young person anyplace over the long haul. So young people all over the United States are clearing out of small-town America, and small-town America is withering away.

—Bob Cole

Early Warning Truancy Program

Alabama is attacking the dropout problem with a vigorous effort to curb truancy. State Superintendent Wayne Teague and his colleagues understand the relationship between poor attendance and the dropout rate. In 1988-89, 13,000 of Alabama's 750,000 students left school before graduation. Of that number, nearly 90 percent had poor attendance records. Many of the students were absent from school 20 or more days a year—missing one full year of education over a nine-year span.

Ten juvenile judges and ten school superintendents came together in a Task Force to focus on the truancy issue. Floyd R. Johnson, Jr., coordinates this activity for the state department of education. Initially, he reported, there was a lot of distrust on both sides. "Judges felt schools were not obeying the law by failing to report excessive absenteeism. Educators complained that the courts took too long to hear cases related to compulsory attendance, effectively rendering the laws of little use."

It was a fruitful dialogue that gave birth to the state's Early Warning Truancy Program. Under the new plan, if both the local district and the court system accept the program, a student's first truancy results in a form letter warning that one more truancy will require a court appearance. This is a due-process warning.

A second truancy results in a letter from the juvenile judge, including a court appearance date, with both parents required to be present. At the hearing, the judge warns the truant about sentencing for future truancies: up to ten days in jail or a $100 fine. The child now comes under the supervision of the Chief of the Probation Office. Human resources personnel help deal with key issues, such as the adequacy of clothing, food, and housing.

After a third truancy, the child is cited with a third petition. If the truancy is the result of parental neglect, a petition is issued against the parent. It is a tough, no-nonsense approach that is getting results.

The program began in March 1989 in the local school districts of the eight members of the state board of education. Now, without a state mandate, more than 50 local education agencies are participating in the program.

"The key to the program," said Johnson, "is working through the administrative officers of the court. There is no cost for the program. Better attendance increases average daily attendance (ADA), and the resulting additional school income can pay for the school attendance officer."

Effective Strategies and Resource Materials Useful for Planning Dropout Prevention Programs

Jay Smink directs a national dropout program.

Jay Smink is executive director of the National Dropout Prevention Center based at Clemson University. He described the breadth and depth of the Center's program. It has a long reach, indeed.

"Billions of dollars in lost productivity, welfare-related costs, compensatory training, and crime-related costs can be directly attributed to the dropout crisis," said Smink. One response to the issue was the creation of the Dropout Prevention Center, a public-private partnership between Clemson and the National Dropout Prevention Fund, a not-for-profit organization.

"The Center is the dream of Mrs. Esther B. Ferguson, a native of South Carolina who was at one time herself a dropout," Smink said. "Esther knows firsthand the pain that dropping out of school can bring. And she knows the joy and sense of self-worth that comes from returning to school and completing an education."

Staff at the Center has identified five key areas where it focuses its energy:

- Restructuring schooling processes, including reviews of program standards, policies, practices, and curricula, as well as supportive nutritional and health-care efforts for at risk youth.
- Forming public-private partnerships, combining the resources and efforts of schools, businesses, and the community at large to address the dropout crisis.

- Identifying at risk youth as early as possible, through schools, social service agencies, and community-based organizations.
- Increasing access to education and employment for all youth by developing a wide range of alternatives within our public school systems that include integrating occupational skills with basic academic skills.
- Heightening public consciousness, so the public is not only aware of the issues at stake, but also moved to action.

The Center, Smink said, is active in providing information and resources to business, civic, political, and educational leaders and to other individuals and organizations. "We initiate and support efforts that communicate the nature, extent, and impact of the dropout crisis," he said. Specific services include developing public-private partnerships; helping communities assess needs and create responsive approaches and programs; evaluating dropout prevention program effectiveness; developing, analyzing, and evaluating public policy; and conducting or sponsoring seminars, skill-building workshops, and conferences.

Project COMET

COMET stands for Career Opportunities Motivated Through Educational Technology. It is an elementary career awareness laboratory program that links career education, alternative education, and corporate sponsorship in the Dade County, Florida, schools.

COMET, education specialist John C. Moffi pointed out, "is a high incentive program for students identified as extreme dropout risks." The program blends a standard academic classroom with a career awareness lab, which offers hands-on, simulated work experiences at 27 different career stations.

Students identified as potential dropouts because of their low test scores, poor attendance records, behavior problems, and lack of motivation are referred to Project COMET. The specially designed, split classroom—one-third traditional desks, two-thirds career stations—provides the project teachers with a variety of devices for motivating students. Students earn rewards for completing their academic assignments by being "allowed" to take part in the hands-on career lab. Because they enjoy the lab work so much, they're more likely to complete their in-class academic assignments.

Once in the career lab, the students continue to use and reinforce their academic skills. To work at a specific career station, students first must read a learning activity packet for that career, then correctly answer questions about it, using proper grammar, spelling, and punctuation.

In addition, they learn employability skills in the lab, which is set up like a real work environment. The use of formal business speech creates a different atmosphere in the lab. Students begin and end the day by greeting and shaking the boss's (teacher's) hand. If an employee misbehaves, is habitually late, or doesn't follow instructions, he or she is fired.

Dade County has 17 Project COMET labs and more than 50 standard career labs, which are separate from the academic classroom. Thirty more Project COMET labs will be added in the next two years.

Cities in Schools

Neil Shorthouse presented the Cities in Schools project as an effective dropout prevention program. He is executive director of Georgia Cities in Schools, Inc.

Cities in Schools (CIS), he explained, is a national partnership involving private business, education, government, and human service providers united by a commitment to end the school dropout phenomenon. "CIS encourages the creation of local organizations made up of business leaders, professionals, educators, clergy, and other concerned citizens who build Cities in Schools projects in cooperation with local schools."

These projects, he said, focus on students who are at risk of dropping out of school by providing innovative education programs and social support services at the education site. These programs and services enable students to succeed in school and eventually graduate. The program works with elementary, middle, and high school students. A majority of projects involve adolescents.

Cities in Schools is now operating in 16 states, with over 20,000 students receiving direct services through the program. Initiative to adopt the program comes from the local level. CIS, in turn, provides extensive training programs, without

cost, for those who become involved with the program.

The seven steps to implementing Cities in Schools include identifying a key private sector leader, creating a task force, holding a stakeholder's meeting, developing a work plan, completing a Task Force report, creating a local CIS corporation, and carrying out the plan.

Writing Programs for Kids at Risk

A panel of three experts promoted the idea that writing is a powerful tool for motivating and teaching kids who are at risk of failing in school. "Writing," said Sandra Burkett of Mississippi, "allows students to work outward from their own experience and is intertwined with their thinking." She is director of the Writing/Thinking Institute and director of the Mississippi State University Writing/Thinking Project.

Other advocates of writing as a tool to motivate at risk kids to learn were Joseph O. Milner, director of the eight-site North Carolina Writing Project, and Lyn Zalusky Mueller, director of the South Carolina Writing Improvement Network.

"We talk about students at risk," said Mueller, "but there are also teachers at risk. We have not paid much attention to helping teachers see themselves as writers. Almost everyone in education sees themselves as readers, but few see themselves as writers."

It's difficult, probably impossible, to convince students to become writers unless the teacher commits to and is involved in the writing process herself, Mueller said. More and more often throughout the Southeast, teachers who teach writing are coming to grips with the need to put pen to paper and become committed writers themselves. In North Carolina alone, Milner reported, there are 2,000 teachers who have "formed a strong network to develop ourselves as teachers and as writers, to have an impact on the schools and on students, and to enhance writing."

We have not paid much attention to helping teachers see themselves as writers.

Sandra Burkett uses writing as a skilled therapist might use hypnosis, as a tool of healing. Within minutes, she had the overflow crowd in the session busily writing, responding to an incomplete phrase: "I would like to be known for. . . ." Some minutes later, they added to their drafts by revealing: "My most wonderful quality that would help me accomplish that is. . . ."

Burkett is frank to admit she's absorbed in "the wonder of learning. Our goal is always to restore wonder and wholeness to the lives of our students and to their teachers. We think education has become terribly fragmented. It too often does not promote learning. As a teacher, I may be required to prove I've taught a specific topic each day, such as the use of an apostrophe, rather than working with students on a rich writing assignment."

The spirit of the child "is too often killed in school," she said. "We know how much little children love to learn. School has become the place where you go to learn stuff the teacher thinks is important."

The process approach to writing offers alternatives. "We develop experiences students will have fun with and that will be meaningful to their lives. Within that context, I assure you they will learn language and problem-solving skills, and they will learn how to write."

School Finance Litigation

Without dollars, it is difficult for kids to be winners," said Michael LaMorte, professor of educational administration and associate to the dean for policy, College of Education, University of Georgia at Athens.

LaMorte reported on the protracted, convoluted school finance litigation that continues to enmesh the educational enterprise. The issue of funding equity is potent, indeed: the state supreme court in Kentucky threw the baby out with the bath water, eliminating local school districts, local boards of education, the state department of education, and the

state board of education, he explained. It required nothing less than the development of a whole new system of education for the state. In California, local districts may not vary in their expenditures per student by more than $150 across the state.

The basic issue is equity. Since 1973, 10 state supreme courts have upheld their state's educational finance systems, claiming they provided equally for the education needs of their citizens. Ten states, however, did not.

From the litigation, LaMorte reported, different funding formulas have emerged in different states. It is rare that the court itself develops a new school finance plan. Generally, the courts give the legislature time to redress funding inequities.

Of SEIL's six service states, only the Georgia funding plan ended up in court, and it was upheld. Alabama, Florida, Mississippi, North Carolina, and South Carolina have thus far been spared school finance litigation.

Resources

Breaking the Cycle of Illiteracy

Sharon Darling described the Kenan Trust Family Literacy Project, a successful approach to attacking the problems of illiteracy for the present and future work force.

Sharon Darling, president, National Center for Family Literacy, Louisville, KY, and member, board of directors of the Barbara Bush Foundation for Family Literacy
1063 Starks Building
Louisville, KY 40202
Phone: 502/584-1133

Suggested Reference: *A Place to Start: The Kenan Trust Family Literacy Project*, The National Center for Family Literacy

Education is E$$ential: One Community's Story

Two school systems in North Georgia have joined with the community to develop a program to keep students in school.

C. Sue Phelps, education consultant, Phelps and Associates
2706 Clearview Drive, SW
Rocky Face, GA 30740
Phone: 404/673-4125

Impaired Districts and Schools: Updating the South Carolina Experience

In 1988-89, South Carolina contracted with MGT of America, Inc., for an evaluation of the impaired schools provision. Panel members reported on that evaluation, and superintendents of two districts that have been listed as impaired responded to the report.

Jerome Ciesla, director of program evaluation, MGT of America, Inc.
2425 Torreya Drive
Tallahassee, FL 32303
Phone: 904/386-3191

Albert Eads, Jr., superintendent, Hampton County School District #2
P.O. Box 1028
Estill, NC 29918
Phone: 803/625-2175

Joseph Rice, superintendent, Orangeburg School District #2
P.O. Box 36
Bowman, SC 29018
Phone: 803/829-2541

Suggested Reference: *An Assessment of the Impact of Being Declared "Seriously Impaired" on 5 South Carolina School Districts*; MGT of America, Inc.

Family Leadership Project

The Family Leadership Project is a half-day child development program for at risk four-year-olds. It emphasizes the family as the heartbeat of the system that provides comprehensive services to the child and strengthens the home environment.

Alfred T. Butler, Jr., associate superintendent for program improvement, South Carolina Department of Education
1005 Rutledge Building
Columbia, SC 29201
Phone: 803/734-8494

Barbara C. Harvey, principal of Lyon Street Elementary School, Richland County School District #1
c/o SC Department of Education
Rutledge Building, Room 1006
Columbia, SC 29201
Phone: 803/734-8492

Shirley Hughes Kennedy, teacher of child development classes for four-year-olds at Lyon Street Elementary School, Richland County School District #1
c/o SC Department of Education
Rutledge Building, Room 1006
Columbia, SC 29201
Phone: 803/734-8492

Suggested Reference: *Family Leadership at Lyon Street School*, Lyon Street Elementary School

Patch the Cracks So Kids Can't Fall Through

Nan P. Tarlton described a dropout prevention program that addresses individual needs of teachers and students —at no cost to schools.

Nan P. Tarlton, president of Tarlton and Associates, Educational Consultants, Mississippi Department of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771
Phone: 601/359-3778

School-Based Enterprise: The REAL Concept

Presenters discussed the joys and frustrations of planning, organizing, and implementing school-based enterprises—businesses created and operated by students in cooperation with local education agencies.

Paul Delargy, director, Georgia Rural Education Through Action Learning (REAL) Enterprises
Chicopee Complex
1180 Ease Broad Street
Athens, GA 30602
Phone: 404/464-2731

Vicky Propst, director, South Carolina REAL Enterprises

State Development Board
P.O. Box 927
Columbia, SC 29202
Phone: 803/737-0400

James Bryan, art teacher, Jefferson High School
P.O. Box 507
Jefferson, GA 30549
Phone: 404/367-4939

Barbara Nielsen, director of the Center for Education, Edgewater Institute for Education, Community Development, and Economic Development
Burnt Church Park
Route 2, Box 176-FI
Bluffton, SC 29910
Phone: 803/757-3861

Early Warning Truancy Program

Alabama Department of Education staff, in cooperation with administrative officers of the courts, have established guidelines for truancy prevention.

Floyd R. Johnson, Jr., coordinator of student attendance and at risk youth, Alabama Department of Education
50 North Ripley Street
Montgomery, AL 36130-3901
Phone: 205/242-9770

Suggested Reference: *Policies and Procedures for Court/School Truancy Prevention Programs*, Alabama State Department of Education

Effective Strategies and Resource Materials Useful for Planning Dropout Prevention Programs

Jay Smink described 10 effective strategies for dropout prevention.

Jay Smink, executive director, National Dropout Prevention Center, Clemson University
205 Martin Street
Clemson, SC 29634-5111
Phone: 803/656-2599

Suggested References: *Signs of Success: Child Development Handbook*, Richland County Schools

FOCUS: A Dropout Prevention Database for Practitioners, Researchers, and Policymakers, National Dropout Prevention Center, Clemson University

A Handbook for Students Who are Thinking of Leaving School, National Dropout Prevention Center, Clemson University

A Handbook for Principals, National Dropout Prevention Center, Clemson University

A Series of Solutions and Strategies, John V. Hamby, Clemson University

Project COMET

Project COMET is an elementary career awareness laboratory program that links career education, alternative education, and corporate sponsorship. COMET provides students identified as "potential dropouts" with high motivation for learning.

John C. Moffi, producer and education specialist, Dade County Schools
1450 NE Second Avenue
Suite 730
Miami, FL 33132
Phone: 305/995-1716

Joan Pereno, educational specialist in the Department of Career Education, Dade County Schools
1450 NE Second Avenue
Suite 730
Miami, FL 33132
Phone: 305/995-1716

Nelson J. Perez, coordinator of work experience programs in vocational and adult education, Dade County Schools
1450 NE Second Avenue
Suite 730
Miami, FL 33132
Phone: 305/995-1716

Suggested Reference: *Project Comet: Light for At-Risk Students*, Dade County Public Schools

Cities in Schools

The Cities in Schools (CIS) program helps keep at risk students in school through graduation and helps develop schools as focal points for integrated delivery of human services.

Neil Shorthouse, and executive director of Georgia Cities in Schools, Inc.
96 Pine Street, NE
Atlanta, GA 30308
Phone: 404/873-3979

Writing Programs for Kids At Risk

Writing is a powerful tool for motivating and teaching kids who are at risk of school failure because it allows them to work outward from their own experience and also is intertwined with thinking.

Sandra Price Burkett, director of the Mississippi Writing/Thinking Institute and director of the Mississippi State University Writing/Thinking Project
P.O. Box 3312
Mississippi State University
Mississippi State, MS 39762
Phone: 601/325-7777

Joseph O. Milner, director of the eight-site North Carolina Writing Project
Department of Education
P.O. Box 7266
Wake Forest University
Winston-Salem, NC 27109
Phone: 919/761-5341

Lyn Zalusky Mueller, director of the South Carolina Writing Improvement Network
University of South Carolina
College of Education
1323 Pendleton Street
Columbia, SC 29208
Phone: 803/253-4017

School Finance Litigation

Michael La Morte described the finance reform movement in the court system.

Michael La Morte, professor of educational administration and associate to the dean for policy in the College of Education at the University of Georgia
Adernold Hall
University of Georgia
Athens, GA 30602
Phone: 404/542-4059

Southeastern Educational Improvement Laboratory

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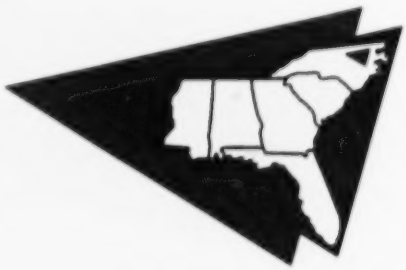

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